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ABSTRACT

This grammar handbook analyzes the rules of Setswana and provides many types of exercises on them. It is divided into 15 units, one of which is a review. Each unit is introduced by an objective and presents explanations of points of grammar with several types of oral and written exercises. The appendix contains verb reference charts, a Setswana-English glossary, and pattern practice charts. (AMH)

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SETSWANA

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Grammar Handbook

by David B. Hopkins

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LANGUAGE HANDBOOK SERIES

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PEACE CORPS

LANGUAGE HANDBOOK SERIES

The series includes language materials in Belizean Creole, Kiribati, Mauritanian Arabic, Setswana, Solomon Islands Pijin, Sudanese Arabic and Tanzanian Swahili.

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SETSWANA

GRAMMAR HANDBOOK

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SETSWANA

GRAMMAR HANDBOOK

LEARNER'S INTRODUCTION

The goal of learning a language is to be able to communicate accurately and appropriately when and where we want to. To do this we must expose ourselves to the language as it is spoken, and make every effort to join in this cultural-linguistic exchange. The Communications Handbook aims at developing your ability to participate in this process. This alone, however, is not enough. To truly get a "handle" on the language it is necessary to develop two further skills which will involve you in thinking about how the language works.

a. Generating Capacity. This is the ability to observe carefully what is happening when different ideas are produced, and use this knowledge to produce new expressions from vocabulary that is already known. To use a simple example, if you already know how to make a "yes" response to a question, you could make a negative response in a complete sentence if you know how the negation process functions.

b. Accuracy. By speaking the language you often develop a fair degree of "fluency," meaning the ability to speak and understand comfortably while getting the point across. You will find, however, that it is sometimes frustrating and time-consuming to get the point across due to your inability to say "exactly" what you mean. Knowledge of the structure of the language will assist you in saying precisely what you want to say.

Thus the Grammar Handbook will focus on helping you to multiply what you know by developing your ability to manipulate the language and will assist you in saying exactly what you mean.

How To Do It; What To Look For

The Handbook is a device to point you in the right direction, but it is neither a compendium of all there is to know about Setswana, nor will the passive reading of these pages be of any great value in and of itself. You must do the exercises in this handbook and try to apply your knowledge of the grammar as you use the language in real communication. So sharpen up your wits and focus your attention on the following:

a. Word Order. How words are arranged in a language affects meaning. You know this from English. Look at these sentences.

MARY HIT THE BOY. THE BOY HIT MARY.

The difference here is obvious, and particularly important if you are Mary. The same kind of re-arrangements occur in Setswana with equally significant effects upon the meaning of the sentence.

b. Forms & Agreement. All languages shape their words to develop different shades of meaning and function in a sentence. Furthermore, a change in one word may require a change in another word to achieve agreement, or what is called "concordance" in Setswana. In English, for example:

I AM TIRED. becomes YOU ARE TIRED.

Setswana has a particularly ingenious system of forms and agreement that greatly facilitates the accuracy of reference to participants in an event referred to in a sentence. More on this later.

c. Changes. What changes? Any changes! When you see the form of a word change, a new letter added, the word order altered, a new word added, let your curiosity lead you to discover what's happening. Again, from English:

DIRTY DAN WAS HUNG. DIRTY DAN WAS HUNG OVER.

Either way he didn't feel very good, but there is a difference. Always ask: What effect does the change have? How does the meaning change? Does this change always have the same result? Try it out yourself in different situations until this change becomes a tool that you can manipulate with some skill and ease.

A cautionary note of the "how-not-to" variety. Don't try to make Setswana into English. You should become conscious of the fact that no matter how poorly you did in 10th grade English, you have all the grammatical rules of English programmed into your head in some fashion. These unconscious "rules" will often conflict with the way Setswana works and make it more difficult to "get into" this other system. When you find yourself thinking, "Why don't they say it like this?" or "Why don't these things translate into English?," then be aware that you're up a dead-end street.

Setswana: Your Language and What Makes It Special

Setswana is part of a much larger group of languages known as Bantu languages which are spoken in the eastern and southeastern parts of Africa. Many of you may have heard of Swahili which is spoken in Kenya and Tanzania. Swahili is also a Bantu language, but about as removed from Setswana as French is from Spanish. Setswana belongs to a Bantu subgroup that is usually referred to as the Sotho group and includes: Setswana, Northern Sotho, Southern Sotho, Lozi, Kgalagadi, Lebedu, Phalaborwa, Pai, Kutswe, Pulana, etc. All of these languages are spoken in various regions included within the boundaries of Botswana, Zimbabwe, Lesotho, and certain areas of the Republic of South Africa. It is worthwhile to note that your knowledge of Setswana will greatly facilitate your ability to learn these other languages. Thus, your Setswana will give you a linguistic potential that can carry you beyond the borders of Botswana and beyond your Peace Corps experience.

Focus of the Grammar Handbook

To learn to speak Setswana you will not need to make a grammatical analysis of every sentence. It is important for you to know that there is a logical and understandable system to the language. The lessons which follow will focus upon the structural patterns of Setswana. To the greatest degree possible, these patterns will be presented in a manner which demonstrates the inner logic of the language and requires a minimum of analysis and explanation.

The objectives of the grammar handbook will be to:

- develop oral competence in producing the structural patterns of Setswana
- initiate a multiplication effect which will allow creative and accurate generation of the language
- identify sentence elements in a way that will make them more easily recognizable and understandable
- provide a basis for analyzing the structure and function of language elements

The overall goal of the Handbook will be to provide a key for the learner to go beyond the "phrase book" level of the language and to develop communicative competence in Setswana--i.e., to develop the proficiency needed to deal with the everchanging needs of the socio-linguistic environment.

How to Use the Grammar Handbook

1. You can begin at the beginning and work your way through the book. While this is logical, it is not the only way to learn the grammar. It will also be effective if you cover questions as they come up--i.e., as you go through the Communications and Culture Handbook and your daily endeavors to use the language, note down those things that you find you need to know and then study them in the Grammar Handbook. This "need to know" plan for studying grammar is usually more effective since it is based upon communication needs rather than abstract goals, and leads you to study what you need to know, when you need to know it.

2. Work your way into any unit only as far as you feel comfortable. Each unit covers a range of grammar items related to a particular pattern in the language. All of them may not be relevant to what you need to know. Study and adapt these things to your needs.

3. Don't get bogged down in the "explication" part of the lesson. If you don't get it the first time through, go on to the practice exercises and then return to the explication if you think it will help. Knowing about the language won't make it easier to speak and so you should focus your energies on the exercises.

4. Always do the exercises orally and without looking at the book. This means that you need a "language helper," teacher, or at least a partner to study with. You may want to study the exercise beforehand, and with some of the more difficult exercises it may be useful to write out the answers before trying to do them orally. Don't look at the book when you do your oral practice, and don't think that you are learning to speak the language until you speak it!!!

5. The vocabulary range of the Handbook has been limited in a progressive fashion. The first five lessons are limited to the words which appear on the pattern practice charts at the back of the book. More vocabulary is introduced as needed as the lessons progress. You should try, however, to bring into every lesson vocabulary from your own experience and the other Handbooks to expand upon the items in the exercises. This will help to make the lessons more relevant to your daily language needs.

6. Use the pattern practice charts to cue your practice of structures requiring concords and other types of substitutions. The charts provide a visual clue to vocabulary you can insert into sentences to practice grammatical features. Once you get the hang of the substitution drills, you can make up your own using the charts and your imagination. This will help particularly if the exercise provided is either too hard or too easy. In such a case you can modify the exercise to minimize or maximize the variables and use the chart to provide vocabulary substitutions.

7. Make it a regular practice to go back over things that you have already studied. The Handbook has review and synopsis lessons after units five and nine, but you should do this more frequently.

8. Exercise your curiosity. Never stop asking why things are, and more important, trying to find a pattern that will allow you to apply what you know to other situations. Always ask the questions: "Can I say this,.....?" and "If I can say that, can I say this,.....?" Pursue your question until your "need-to-know" or social courtesy suggests you stop.

INTRODUCTORY LESSON

Distinctive Features of Setswana

The following summary of distinctive features of Setswana sounds and syntax is intended to prepare you for the lessons which follow. All of these things will be covered a-bit-at-a-time, in a progressive fashion. There is no need to learn everything at this time. Setswana is not a hard language to learn in spite of the confusing nature of some of its features. It is different, and it is these differences that will cause you the most trouble. Remember: you don't have to know "about" a language to speak it. It will help you to generate what you say more naturally and creatively, and to communicate with more accuracy, to know something about Setswana grammar.

1. SOUNDS

   a. Vowels. Repeat the following sounds after your teacher, and ask him to give you other examples of words with the same vowel sounds.

i	HIRA, DIRA, SIBI, ____, ____, ____
e	LEMA, LEBA, SELE, SEME, ____, ____, ____
*ê	SÊLE, WÊLA, FÊLA, HÊMPÊ, ____, ____, ____
a	BALA, SALA, RALALA, ____, ____, ____
*ô	BÔNA, FÔLA, SÔNÔ, MABÔGÔ, ____, ____, ____
o	BOLA, KOMA, LOROLE, ____, ____, ____
u	TURU, KUBU, LEBURU, ____, ____, ____

It is advisable to listen carefully for the variations

---

* These vowel forms will only be used in this introduction, as they are not commonly used in written Setswana, though the spoken distinctions are there.

that occur in the pronunciation of these vowels. In some cases, variants of these sounds will be like English; you should make yourself aware of the differences.

b. Consonants. Although Setswana has a number of consonants that are written like English, the sounds are not always the same. Some of the more important differences are given below. You should repeat the words after your teacher, or another native speaker, and try to produce the differences between contrasting pairs as you discern them.

The following are "minimal pairs" contrasting initial consonants. (Clue: the sounds on the left are most like English.)

PHALA	PALA
PHANE	PANE
PHILÔ	PILÔ
PHADIMOSA	PADIMOSA
PHAPAMALA	PAPAMALA
PHAPHALALA	PAPALALA
PHATA	PATA

(Clue: the initial sounds on the right are "explosive." Try making the sound without exhaling breath from your lungs!)

THOBA	TOBA
THOMÔ	TOMÔ
THUBA	TUBA
THATA	TATA
THUNYA	TUNYA
THUMA	TUMA
THAKA	TAKA

(Clue: the initial consonant on the right is formed with a strong, short "puff" of air; the consonant on the left is produced with an interrupted stream of air exhaled from the lungs.)

KGOMA	KOMA
KGANÊLA	KANÊLA
KGWANA	KWANA
DIKHAI	DIKAI
KHUTLÔ	KUTLÔ
KGOPISA	KOPISA
SEKGOWA	SEKOWA
TLHALA	TLALA
TLHOLA	TLOLA
TLHAMA	TLAMA
TLHATSA	TLATSA
TLHOGA	TLOGA

You might want to stop at this point and discuss with your instructor other things you may have noticed about Setswana sounds--e.g., the /G/ sound, the /R/, or the difference between /O/ and /Ô/, /E/ and /Ê/, etc. Do not worry about word meanings!

c. Nasalization. In English nasal sounds such as "m," "n," and "ng" (so called because the sound passes through your nose) do not precede other consonants, but are always followed by vowels. Thus some oral or nasal gymnastics are required to produce these sounds in Setswana where they not only occur at the beginning of words before other consonants, but can't be avoided since they often determine the difference between two completely different words --e.g., THUNYA (flower) and NTHUNYA (shoot me).

Repeat the following contrasting pairs after your teacher. Be careful not to insert a vowel between the consonants to produce "mapa" instead of MPA, or "umpa" by placing a vowel before the /M/.

PÊPA	MPÊPA
POMA	MPOMA
PITIKA	MPITIKA

(Clue: make the sound, not the name of the letter. Hold the sound a second, and try to roll immediately to the next consonant.)

KOBA	NKOBA
KUKA	NKUKA
KAÊLA	NKAÊLA
KÔPÊLA	NKÔPÊLA
KÊNTA	NKÊNTA
KGWANA	NKGWANA
KGOMA	NKGOMA
KGAMA	NKGAMA
KGAOLA	NKGAOLA
WEETSA*	NKGOETSA*
KGANÊLA	NKGANÊLA
THUSA	NTHUSA
THAMA	NTHAMA
THUKATHA	NTHUKHATA
THUNYA	NTHUNYA
THULAMETSA	NTHULAMETSA
THULA	NTHULA
PHEKOLA	MPHEKOLA
PHURA	MPHURA
PHEMELA	MPHEMELA
PHEPA	MPHEPA
PHAMOLA	MPHAMOLA
PHAILA	MPHAILA
PHOPHOTHA	MPHOPHOTHA

---

* Make a special note of the change taking place here. Put the /N/ before the word on the left and you will find that the change on the right is almost required by your nasal gymnastics - that is, if you're saying it right. This is a common switch in Setswana that you should be on the lookout for.

d. Long Vowels and Consonants. Repeat these words after your instructor and ask him to supplement the list with further examples.

EE
TEE
REETSA
NNYAA
RRA
MMA
MMÊ
RRÊ
BOMMA
BORRA
MMANKI
NNA

Watch for changes in emphasis achieved by holding a vowel or consonant sound, but be aware that complete changes in meaning also occur.

e. Tone. Don't let this one scare you. Yes, Setswana has tones, but basically only two, a "high" tone and a "low" tone. We also have tone in English; it just doesn't occur within a single word, e.g., HE ATE THE WORM.↑ with tone rising at the end, or HE ATE THE WORM.↓ with the tone falling at the end. The word pairs below should help to indicate the importance of this feature of the language. (____) will indicate low tone, and (‾‾‾‾) will indicate high tone.

MABELE (__-) breast	MABELE (_--) sorghum
GO BUA (‾-_) to speak	GO BUA (___) to flay/skin
NNA (_-) me	NNA (-_) sit
BONA (‾-_) look	BONA (‾-) them
SE REKE (_-_) don't buy	SE REKE (--_) buy it (axe)

In the text of the handbook, the (´) accent will indicate a high tone, and a (`) accent will indicate a low tone, as in the following example:*

ò BATLA you want ó BATLA he/she wants

---

* This notation will only be used where ambiguity exists.

f. Stress. This means that in Setswana you hold the second-to-the-last vowel--e.g., DUME/ee/LA. Don't confuse this with tone by automatically going up when you hold the note. Only practice will help you make these distinctions, and now you should repeat some words after your instructor, or go back over some of the previous words to try out this "tune."

You will not learn pronunciation from this (or any other) book, so don't try. The above features of Setswana sounds have been introduced to "tune" your ear to some of the more important distinctions that you will have to make. Do not try to memorize them! You can't, and fortunately you don't have to. Given the proper exposure, and some conscious effort on your part to reproduce what you hear as accurately as possible, you should be able to give a passable rendition of the right pronunciation, if not a virtuoso solo. The answer is to speak the language as much as possible, and try to get the right rhythm and melody.

2. NOUN CLASSES AND LINKING CONCORDS

There are nine noun classes in Setswana. All names of persons and things are grouped into one of these nine classes. Although the classification around which these classes are organized does not appear to be consistent, there are some characteristics which can be noted.

	Prefixes	Characteristics
I.	MO- (singular) BA- (plural)	personal nouns - e.g., man, woman, boy
I.a.	-- (no singular) BO-	personal names - e.g., Kgama, Jones, etc., kinship terms, interrogative MANG?
II.	MO- ME- (MA-)	miscellaneous - e.g., tools, instruments, parts of the body, animals, etc.
III.	LE- MA-	misc. + some collective nouns and characterizations of personal weaknesses
IV.	SE- DE-	misc. + personal nouns indicating defect or weakness
V.	(N)-* DI (N)-*	animals + miscellaneous
VI.	LO- DI(N)-*	misc. (There is an intrinsic aspect of thinness and length to many of these nouns)
VII.	BO- MA-	mainly abstract nouns, + some collectives and nouns with locative significance
VIII.	GO-	infinitive forms of verbs functioning as nouns (no distinction between singular and plural)
IX.	FA-/GO-/MO-	locatives functioning as nouns

---

*The (N) indicated here is not always written. It refers to a nasalization that occurs in some, but not all, instances.

For all practical purposes the first seven noun classes are the ones most important to the learner. You will find that your sense of these classes and their concords comes quite naturally, after a short time. Don't worry about having to memorize these things. The first 5 grammar lessons go over a representative but limited selection of words from classes 1-6 repeatedly. The repetition should minimize the need for special efforts on your part.

The noun classes have three principal functions:

- indicating plural and singular forms of nouns
- determining the linking concord for the subject and object of the verb
- determining the corresponding form and linking concord for the adjective, pronoun, demonstrative , etc.

a. Plural forms. For each singular form, indicated by a noun prefix (NP), there is a corresponding plural prefix.

For example:

MOTHO,	BATHO	(person, people)
SELEPE,	DILEPE	(axe, axes)
LEFATSHE,	MAFATSHE	(country, countries)

Therefore, as in the example above, -THO means person while MO- makes it singular and BA- makes it plural, and so forth.

b. Subject & object concords are sentence elements which precede the verb and link it to the noun subject and sometimes to the object of the verb.

MONNA	O	BATLA	SELEPE.
The man	he	wants	the axe.

BANNA	BA	BATLA	SELEPE.
The men	they	want	the axe.

BA	A*	SE	BATLA.
They	(present tense)	it (axe)	WANT.

It is always necessary to link the subject noun of the sentence to the verb with the subject concord (SC). If there is no subject noun--e.g., man, men, etc.--then the SC "acts" like a subject pronoun in English.

The object concord (OC) is used to substitute for the noun (e.g., "axe" in the example above). It does not usually appear in the sentence together with the noun it represents.

The SC also refers to what in English is the pronoun subject of the verb in the singular and plural forms For example:

KE BATLA	I want	RE BATLA	We want
O BATLA	You want	LO BATLA	You want (plural)
O BATLA	He/she wants	BA BATLA	They want

The greatest difference is in the SC for "it" in English since the "it"s are divided up into nine noun classes. Thus:

LE BATLA	(referring to LEKGOTLA)	It (the council) wants
SE BATLA	(referring to SETLHOTSA)	It (the cripple) wants
E BATLA	(referring to TAU)	It (the lion) wants

---

*The /A/ present tense marker is needed in the third example above since there are no words after the verb. This is the so-called "long form" of the present and is included when nothing follows the present positive form of the verb.

c. Linking concords: adjectives, pronouns, demonstratives, etc. All other parts of speech that are used to modify the meaning of a noun, replace that noun in a sentence, or add to its meaning must be linked to that noun by a concord and/or prefix that correspond to the noun class of the noun in question. For example:

KE SETLHARE SE SENTLE. It is a beautiful tree.
KE FELO FA GO GONTLE. It is a beautiful place.
KE MOSADI YO MONTLE. It is a beautiful woman.
KE BASADI BA BANTLE. They are beautiful women.

In these examples you can see how the linking concord changes to correspond to the noun class of the governing noun. The stem -NTLE, meaning beautiful, forms the base to which the various prefixes are attached.

The prefix on the stem (-NTLE) will be recognized as the noun class prefix (NP) from the controlling noun in the sentence. Thus:

KE	+	SETLHARE	+	SE	+	(SE)	(NTLE).
It		the tree		linking concord		NP	beautiful.

Let it suffice to say that the noun classes and linking concords will provide much of the complexity involved in learning the grammatical structures of Setswana. They are, at the same time, the key to a successful understanding of how the language works. Let your natural curiosity loose, as a child does in learning the complexities of English. Your "creative manipulation" of the language should be guided by equal consideration of knowing what the meaning of a certain sentence will be, and wondering what will happen if you make various changes. The noun classes and linking concords are an ingenious system that should challenge your learning skills, as they provide a new perspective on the language and its relationship to the new environment you have entered.

DESCRIBING THINGS

Unit One

A. Objectives:

1. Constructing descriptive phrases
2. Learning noun class prefixes

B. Explication:

In description of people and things, the adjectival concord (AC) follows the noun, and the noun class prefix (NCP) is attached to the front of the adjective stem.

KE	MOSADI	YO	MO	+	NTLE
	(noun)	(AC)	(NCP)		(adjective stem)

It (is) a beautiful woman.

The adjectival concord and the noun class prefix are linked to the noun in the sentence, and will change depending upon the noun class of that noun.

The *(is)* is in parentheses, since there is no TO BE verb in Setswana. A copulative, non-verb phrase is simply introduced by KE in the singular and plural.

C. Exercises:

The exercises below practice the adjectival concords and noun class prefixes necessary to construct descriptive phrases with nouns in classes 1 - 6 singular and plural. Substitute the indicated words in the phrase.

1. Noun Class 1: MO-/BA-

a) singular

KE MOSADI YO MONTLE.	*It (is) a beautiful woman.*
MONNYE	*small*
MOTONA	*large*
MOLEELE	*tall*
MOKHUTSHWANE	*short*
MOKIMA	*fat*
MOSESANE	*thin*

b) plural

KE BASADI BA BANTLE.	*They (are) beautiful women.*
BANNYE	*small*
BATONA	*big*
BALEELE	*(etc.)*
BAKHUTSHWANE	
BAKIMA	
BASESANE	

2. Noun Class 2: MO-/ME-

a) singular

KE MOTSE O MOSHA.	*It (is) a new village.*
MOGOLOGOLO	*old*
MONNYE	*(etc.)*
MOTONA	
MONTLE	
MOTALA	*green*

b) plural

KE MEGOBE E MESHA.	*They (are) new water pools.*
MEGOLOGOLO	
MENNYE	
METONA	
MENTLE	
METALA	

3. Noun Class 3: LE-/MA-

a) singular

KE LEPHUTSHE LE LENTLE.	*It (is) a beautiful pumpkin.*
LENNYE	
LETONA	
LEGOLOGOLO	
LESHA	
LETURU	*expensive*
LETSHIPI	*cheap*

b) plural

KE MABOA A MANTLE	*They (are) beautiful mushrooms.*
MANNYE	
MATONA	
MAGOLOGOLO	
MASHA	

4. Noun Class 4: SE-/DI-

a) singular

KE SETLHARE SE SENTLE.	*It (is) a beautiful tree.*
SENNYE	
SETONA	
SEGOLOGOLO	
SESHA	
SETALA	
SELEELE	
SEKHUTSHWANE	
SEKIMA	
SESESANE	

b) plural

KE DITLHAKO TSE DIKGOLOGOLO.	*They (are) old shoes.*
DISHA	
DINNYE	
DITONA	
DINTSHO	*black*
DINTLE	
DITURU	
DITSHIPI	
DITSHWEU	*white*

5. Noun Class 5: (N)*/DI-

a) singular

KE KGOMO E NTSHO
NTLE
TONA
NNYE
TURU
TSHIPI
TSHWEU

b) plural

KE DIKOBO TSE DITONA
DINNYE
DINTSHO
DITSHWEU
DITALA
DIKGOLOGOLO
DISHA

6. Noun Class 6: LO-/DI-

a) singular

KE LOKWALO LO LOTALA
LOSWEU**
LONTSHO
LOGOLOGOLO
LOSHA
LOTONA
LONNYE
LOTURU
LOTSHIPI

---

* The (N) represents a nasalization that sometimes occurs, but is seldom written.

** Pronunciation and spelling of these words varies.

6. Noun Class 6: LO-/DI- (continued)

b) plural

KE DIPONE TSE DISHA	*They (are) new lamps.*
DIKGOLOGOLO*	
DITONA	
DINNYE	
DITELELE	
DIKHUTSHWANE	
DIKIMA	
DISESANE	
DITALA	
DINTSHO	
DITSHWEU	
DITURU	
DITSHIPI	

D. Explication:

A negative statement can be made by replacing the KE preceding the descriptive phrase with GA SE, as in the examples below.

GA SE MOSADI YO MONTLE.	*It isn't a pretty woman.*
GA SE BASADI BA BANTLE.	*They aren't pretty women.*
GA SE MOTSHE O MOSHA.	*It isn't a new village.*
GA SE MEGOBE E MESHA.	*They aren't new water pools.*

---

* Pronunciation and spelling of these words varies.

E. **Exercises:**

1. Make a negative statement using the noun and adjective in parentheses. Insert the correct concord and watch for singular and plural forms of the noun.

(MOSADI) (MOKHUTSHWANE) GA SE MOSADI YO MOKHUTSHWANE.
(BASADI) (BALEELE) ____________
(MOTSE) (MOTONA) ____________
(MEGOBE) (MENNYE) ____________
(LEPHUTSHE) (LETALA) ____________
(MABOA) (MASHA) ____________
(SETLHARE) (SEGOLOGOLO) ____________
(DITLHAKO) (DINTLE) ____________
(KGOMO) (TSHWEU) ____________
(DIKOBO) (DINTSHO) ____________
(LOKWALO) (LOTURU) ____________
(DIPONE) (DIKIMA) ____________
(MABOA) (MATONA) ____________
(MEGOBE) (MENTLE) ____________
(MOSADI) (MONNYE) ____________
(LEPHUTSHE) (LESHA) ____________
(MOTSE) (MOSHA) ____________
(SETLHARE) (SEKIMA) ____________
(BASADI) (BASESANE) ____________
(DIKOBO) (DITONA) ____________
(DIPONE) (DITSHIPI) ____________
(DITLHAKO) (DITURU) ____________

F. Summary:

We have noted that there is no equivalent to the English verb TO BE in Setswana. This is also true in other constructions, although there is a "copulative" (i.e., non-verbal) construction that must be used in some of the places that BE would occur in English. More on this in following units.

The chart below summarizes the forms needed for the descriptive construction in the first six noun classes.

KE + noun + adjective concord + (noun class prefix) (adjective stem)

Noun Class	Adjective Concord	Noun Class Prefix
1.	YO BA	MO- BA-
2.	O E	MO- ME-
3.	LE A	LE- MA-
4.	SE TSE	SE- DI (N)-*
5.	E TSE	(N)-* DI (N)-*
6.	LO TSE	LO- DI (N)-*

---

* An unwritten nazalization may occur with these prefixes in some instances and in certain dialects.

G. Summary Exercises:

Using the chart and your knowledge of the forms, complete the following exercises.

1. Make different adjective phrases by using as many adjective stems as possible with each of the nouns in column one. Be sure to use the appropriate adjective concord.

N.C.	NOUN	ADJECTIVE CONCORD	ADJECTIVE STEM
I	MOSADI	YO	-NTLE
	BASADI	BA	
			-NNYE
II	MOTSE	O	-TONA
	MEGOBE	E	
			-LEELE
III	LEPUTSHE	LE	-KHUTSHWANE
	MABOA	A	
			-KIMA
IV	SETLHARE	SE	-TURU
	DITLHAKO	TSE	
			-TSHIPI
V	KGOMO	E	-TALA
	DIKOBO	TSE	
			-TSHWEU
VI	LOKWALO	LO	-NTSHO
	DIPONE	TSE	
			-GOLOGOLO
			-SHA

2. Put in the adjectival concord and add the noun class prefix to form the phrase. The noun class number and singular (s) or plural (p) is indicated beside each item.

BASETSANA	BA	BANTLE	(1p)
MONNA	__	__LEELE	(1s)
MOSESE	__	__GOLOGOLO	(2s)
LOBOTA	__	__TALA	(6s)
DILO	__	__TONA	(4p)
LERU	__	__NTSHO	(3s)
LOBATI	__	__NNYE	(6s)
DIPITSA	__	__NTLE	(5p)
MEGOMA	__	__GOLOGOLO	(2p)
DIKGONG	__	__SESANE	(6p)
MORUTI	__	__KIMA	(1s)
PITSE	__	__NTSHO	(5s)
SELEPE	__	__SHA	(4s)
MAGAPU	__	__TONA	(3p)
KGETSE	__	__TSHWEU	(5s)
MEGALA	__	__KHUTSHWANE	(2p)

3. Use the list of noun and adjective stems to write 10-15 phrases. Check the spelling and meaning with the instructor. Some combinations won't work in Setswana, and spelling changes take place to create irregular forms.

KGOSI/DI	(chief)	-GOLO (adult)
MOREKISI/BA	(storekeeper)	-SHA (new)
MOLELO/ME	(fire)	-GOLOGOLO (old)
LETLALO/MA	(skin, hide)	-NANA (young)
SEBOKOLODI/DI	(millipede)	-KHUTSHWANE (short)
TAU/DI	(lion)	-LEELE (tall)
LOBOA/DI	(open plain)	-TONANYANA (male)
MOREMI/BA	(woodchopper)	-NAMAGADI (female)
MONANG/ME	(mosquito)	-NGWE (another)
LENONG/MA	(vulture)	-TONA (big)
SEGOKGO/DI	(spider)	-NNYE (small)
PUDI/DI	(goat)	-NTSI (many, much)
NOGA/DI	(snake)	-SESANE (thin, narrow)
LOGAGA/MA	(cave)	-NTLE (beautiful)

NOTES:

1. The nouns in this lesson are grouped by noun class in the "pattern practice charts" at the end of the Handbook (Charts I - VI). These charts can be utilized to practice and extend the lesson.

2. The construction covered above for "describing things" applies to the descriptive adjectives presented, plus some numbers and colors. The adjectival stems may be selectively applied to other nouns as long as noun class correspondence is adhered to.

SIMPLE STATEMENTS

Unit Two

A. Objective:

1. Making simple declarative statements

B. Explication:

The word order for simple statements in Setswana is the same as that for English.

(Subject Concord)	(Verb)	(Object)
KE	BONA	SELEPE.
I	*see*	*the axe.*

KE is the subject concord which translates as *I* in English.

C. Exercises:

The exercises will introduce the pattern practice charts for noun classes 1 and 4 as you practice simple statements.

1. Complete Chart I for noun class 1. Students look at illustrations only.

   a) singular

KE BONA	MONNA	*I see the*	*man*
	MOSIMANE		*boy*
	MOSADI		*woman*
	MOSETSANA		*girl*
	MOTSHAMEKI		*player*
	MOOKI		*nurse*
	MORUTI		*teacher*
	MOAGI		*builder*
	MOTSUMI		*hunter*
	MODISA		*herdsman*

MOREMI	*woodchoper*
MOKGWETSI	*driver*
MOLEMI	*plower*
MOREKISI	*vendor*

b) plural - Continue substituting plural forms.

KE BONA BANNA	*I see the men*
BASIMANE	*boys*
BASADI	*women*
BASETSANA	*girls*
(etc.)	

2. Chart V, noun class 5. Not all items on the chart are used in this exercise.

a) singular

KE BATLA PUDI	*I'm looking for (want) a goat*
PITSE	*horse*
KGOMO	*cow*
NOGA	*snake*
TSEBE	*ear*
TAU	*lion*
KOBO	*blanket*
PITSA	*pot*
KGETSE	*sack*
TSALA	*friend*
NGAKA	*doctor*
KGOSI	*chief*

b) plural - Continue plural forms.

KE BATLA DIPUDI	*I'm looking for goats*
DIPITSE	*etc.*
DIKGOMO	
DINOGA	
(etc.)	

3. Chart II, noun class 2. Students look at illustrations.

a) singular

KE BONA	MOTSE	*I see the village*
	MOLOMO	*mouth*
	MONWANA	*finger*
	MOGOMA	*hoe*
	MOSESE	*dress*
	MOGALA	*rope*
	MONANG	*mosquito*
	MOLELO	*fire*
	MOLAPO	*watercourse*
	MOGOBE	*pool of water*
	MORITI	*shade*
	MOTLHABA	*sandy plain*

b) plural - Complete all items.

KE BONA	METSE	*I see the villages*
	MELOMO	*(etc.)*
	MENWANA	
	MEGOMA	
	(etc.)	

4. Chart III, noun class 3. Students look at illustrations.

   a) singular - Note change to subject concord RE *(we)*.

RE BONA LENGENA	*We see the earring*
LEE	*egg*
LETLALO	*skin, hide*
LEINO	*tooth*
LENONG	*vulture*
LEEBA	*pigeon*
LEPHUTSHE	*pumpkin*
LEGAPU	*watermelon*
LEBOA	*mushroom*
LERU	*cloud*
LEFIFI	*darkness*
LESEDI	*light*

   b) plural - Complete all items. Note that LEFIFI and LESEDI are not normally used in their plural forms and thus:

RE BONA MANGENA	*We see the earrings*
MAE	*(etc.)*
MATLALO	
MENO	
(etc.)	

5. Chart IV, noun class 4. Students look at illustrations.

a) singular - Note change of subject concord to BA *(they)*.

BA BONA SELO	*They see the thing*
SEDIBA	*water hole*
SETLHARE	*tree*
SEBOKOLODI	*millipede*
SEBOKO	*worm*
SEGOKGO	*spider*
SELEPE	*axe*
SETLHAKO	*shoe*
SEME	*whip*
SEFOFU	*blind person*
SETLHOTSA	*cripple*
SETSHWAKGA	*lazy person*

b) plural - Complete all items on chart.

BA BONA DILO	*They see the things*
DIDIBA	*(etc.)*
DITLHARE	
DIBOKOLODI	
(etc.)	

D. Explication:

The simple present tense verb in Setswana is conjugated as follows:

KE BONA	*I see*	RE BONA	*We see*
ò BONA	*You see*	LO BONA	*You (pl.) see*
ó BONA	*He/She sees*	BA BONA	*They see*

The 2nd person singular (ò BONA) and the 3rd person singular, class 1 (ó BONA) are differentiated only by tone.

ò (low tone) BONA	*You see*
ó (high tone) BONA	*He/She sees*

This is not as much of a problem as it appears, since the context of the sentence will usually make the meaning clear. You should practice this distinction so that you can hear and produce the correct sound. Do not equate the subject concords above with subject pronouns in English. They function differently in many instances.

E. Exercises:

1. Substitute the subject concord in parentheses into the sentence, as in the example.

Teacher	Student
KE BATLA KOBO *I want the blanket*	
(RE)	RE BATLA KOBO
(BA)	
(LO)	
(KE)	
(ò)	
(ó)	
(RE)	
(LO)	
(BA)	
(O)	
(O)	

2. Substitute the subject concord or vocabulary item from Chart V into the sentence, as in the example.

RE BONA PUDI
We see the goat

(KE)	KE BONA PUDI
(PITSE)	
(ó)	
(KGOMO)	
(LO)	
(NOGA)	
(TSEBE)	
(ò)	
(TAU)	
(BA)	
(KOBO)	
(PITSA)	
(LO)	
(KGETSE)	
(TSALA)	
(RE)	
(NGAKA)	
(LO)	
(KGOSI)	

3. Use Chart V and the word given to make a simple sentence.

(BATLA) KE BATLA PUDI.
(RE)
(DIPUDI)
(BONA)
(Ò)
(DIPITSE)
(BATLA)
(DIKGOMO)
(LO)
(DINOGA)
(Ó)
(DITSEBE)
(DITAU)
(BONA)
(BA)
(DIKOBO)
(DIPITSA)

F. Explication:

When a noun is added to a simple sentence, the subject concord is retained as in the models:

MONNA Ó BATLA SELEPE.
The man (he) wants the axe.

BATSUMI BA BONA DITAU.
The hunters (they) see the lion.

MOSETSANA Ó BATLA PITSA.
The girl (she) wants the pot.

The subject concord must always be present and serves to link the noun with the verb. This function becomes more apparent when the subject noun referred to is not in the sentence, or when there are a number of nouns in the sentence. In these cases, the subject concord links the verb with the correct noun to make the reference clear.

As previously noted, however, the subject concord does not function like a subject pronoun in English because the reference must be more immediate when the subject noun is not employed. It is not possible in the third person singular or plural to use the subject concord alone unless the reference to a noun subject is clear. As you can see, the SC /ó/ can be used for nouns as different as MONNA *(man)*, MOSETSANA *(woman)*, MOTSUMI *(hunter)*, MOAGI *(builder)*, etc. Thus, the concord /ó/ will not suffice unless the reference is defined by the presence of a noun subject, or the subject is clearly understood from prior reference, or general context.

G. Exercises:

1. Substitute the word given as in the example, and make concord and noun prefix changes as needed. Vocabulary from Charts I and IV.

MONNA ó BATLA SELEPE

(BANNA) BANNA BA BATLA SELEPE
(BASADI) ______________________
(SELO) ______________________
(MOSETSANA) ______________________
(BONA) ______________________
(SEDIBA) ______________________
(BARUTI) ______________________
(ó) ______________________
(SEBOKOLODI) ______________________
(MOAGI) ______________________
(BA) ______________________
(BATLA) ______________________
(MOSADI) ______________________
(SEGOKGO) ______________________
(DILEPE) ______________________
(BAREMI) ______________________
(DITLHAKO) ______________________
(MOLEMI) ______________________
(BA) ______________________
(SEME) ______________________

H. Summary:

At this point you should know the following about simple statements.

1. The word order for simple sentences:

MONNA	ó	BATLA	SELEPE
(noun)	(subject concord)	(verb)	(object)
The man	*he*	*wants*	*the axe*

2. Subject concords for the conjugation of the verb:

KE BATLA	RE BATLA
ò BATLA	LO BATLA
ó BATLA	BA BATLA

3. Concord agreement for the third person singular and plural for noun class 1.

MONNA	ó	BATLA	SELEPE.
The man	*(he)*	*wants*	*the axe.*

BANNA	BA	BATLA	SELEPE.
The men	*(they)*	*want*	*the axe.*

Note that the third person concord forms covered to date only cover the class 1 nouns (people). The subject concords for linking other nouns to the verb are different for each noun class. Another way of looking at it is that the *"it"* in Setswana is broken up into 8 noun classes (excluding the *"he"* and *"she"* of noun class 1). These correspondences will be coming up in future lessons, but look at the following examples for clarification.

DITAU DI BATLA KGOMO.	*The lions want the cow.*
LENONG LE BONA PUDI.	*The vulture sees the goat.*
SETLHOTSA SE BATLA KOBO.	*The cripple wants the blanket.*
MAEBA A BONA MABELE.	*The pigeons see the sorghum.*

I. Summary Exercise:

Use the word or subject concord given in a complete sentence. See Charts I, III, and IV for vocabulary and use each verb given below at least once. This exercise could be done first as a written, then as an oral activity.

(BADISA) ______________________________

(MOKGWEETSI) ______________________________

(BALEMI) ______________________________

(MOREKISI) ______________________________

(RE) ______________________________

(SEFUFU) ______________________________

(SETLHARE) ______________________________

(LO) ______________________________

(DINGAKA) ______________________________

(ò) ______________________________

(ó) ______________________________

(LEBOA) ______________________________

(MASEDI) ______________________________

(LERU) ______________________________

(MAPHUTSHE) ______________________________

(LEFIFI) ______________________________

*GO REKA	*to buy*	GO KGOMA	*to touch*
GO RATA	*to like*	GO BATLA	*to want, look for*
GO BONA	*to see*	GO SELA	*to pick up*

* Note: The GO preceding the verb indicates the infinitive form of the verb. It is the noun class 8 prefix indicating that the verb is functioning as a noun.

IDENTIFYING THINGS

Unit Three

A. Objectives:

1. Learning questions and answers to identify things
2. Making confirmation questions with affirmative and negative responses
3. Asking if something is *"there"* (meaning location with affirmative and negative answers)

B. Explication:

The simple question form for identifying something in Setswana is:

SE KE ENG? *What is it?*	KE MOTSE. *It's a village.*

The form KE in the question and answer above is used with "copulative" constructions (i.e., constructions where there is no verb) to refer to both singular and plural *"things."*

SE is the demonstrative concord for SELO (noun class 4) and often the question is stated as:

SELO SE KE ENG?
(literally) Thing this (is) what?

ENG is the question word for *"what."* Another variation of the question is simply:

KE ENG?
What is it?

Any of the question forms above are perfectly acceptable as long as you are referring to *"things."* People are never referred to in this fashion, and the question would be phrased differently in the majority of situations.

The response to this question is simply:

KE MOTSE....(etc.)

C. Exercises:

1. Use Chart II. Answer as indicated.

SE KE ENG? KE MOTSE
MOLOMO
MONWANA
MOGOMA
MOSESE
MOGALA
MONANG
MOLELO
MOLAPO
MOGOBE
MORITI
MOTLHAPA

2. Chart III.

SE KE ENG? KE LENGENA
LEE
LETLALO
LEINO
LENONG
LEEBA
LEPHUTSHE
LEGAPU
LEBOA
LERU
LEFIFI
LESEDI

D. Explication:

The plural question and answer is formed as follows:

TSE KE ENG? *These are what?*	KE ___________. *They are _______.*

TSE is the plural demonstrative concord meaning *"these"* and refers to the plural DILO meaning *"things."* The question is also stated:

DILO TSE KE ENG?
(lit.) Things these (are) what?

The response to the plural question continues to use the copulative formative KE followed by the plural form of the noun.

TSE KE ENG? *What (are) these)*	KE DITLHARE. *They (are) trees.*

E. Exercises:

1. Chart IV.

TSE KE ENG? KE DILO
DIDIBA
DITLHARE
DIBOKOLODI
DIBOKO
DIGOKGO
DILEPE
DITLHAKO
DIME

2. Chart VI.

TSE KE ENG?	KE DIPOTA
	DIKGONG
	DINAKA
	DIKGADIMA
	DIKGAGA
	DITLHOKWA
	DIPONE
	DIPATI
	DITHOLE
	DIKGARE
	DIKWALO
	DITSHELO

F. Explication:

You can make the question refer to other locations by asking:

SELO SEO KE ENG? *What (is) that thing?*	KE LOKWALO. *It (is) a book.*
DILO TSEO KE ENG? *What (are) those things?*	KE DIKWALO. *They (are) books.*

This refers to things which are within touch, but further from you than something else. Also:

SELO SELE KE ENG?
What (is) that thing over there?

DILO TSELE KE ENG?
What (are) those things over there?

This refers to things that are out of reach, but within sight.

G. Explication:

A "confirmation" question - i.e., one which seeks to verify if something is what you think it is - would be constructed in the following fashion.

A KE MONNA?	EE, KE MONNA.
(Is) it a man?	*Yes, it (is) a man.*

The /A/ formative is a common way to form a question with other structures as well.

A negative answer to the same question would be:

A KE MONNA?	NNYAA, GA SE MONNA.
(Is) it a man?	*No, it (isn't) a man.*

In the negative response, GA makes the answer negative and SE replaces the KE as the copulative base for the sentence.

H. Exercises:

1. Using Chart I, point to the picture indicated in parentheses and ask the question. Student replies appropriately in the affirmative or negative.

Teacher	Student
(MONNA) A KE MONNA?	EE, KE MONNA.
(MONNA) A KE MOSADI?	NNYAA, GA SE MOSADI.
(MOSETSANA) A KE MOSADI?	NNYAA, GA SE MOSADI.
(MOTSHAMEKI) A KE MOOKI?	NNYAA, GA SE MOOKI.
(MORUTI) A KE MORUTI?	EE, KE MORUTI.
(MOAGI) A KE MOAGI?	EE, KE MOAGI.
(MOREMI) A KE MOAGI?	NNYAA, GA SE MOAGI.
(MOTSUMI) A KE MOREMI?	NNYAA, GA SE MOREMI.
(MOREKISI) A KE MOREKISI?	EE, KE MOREKISI.
(MOLEMI) A KE MOKGWEETSI?	NNYAA, GA SE MOKGWEETSI.

2. Using Chart V, go through each item on the chart, giving first a negative response and then a correcting statement, as in the example below. (Questioner points.)

A KE PITSE?	NNYAA, GA SE PITSE. KE PUDI.
A KE PUDI?	NNYAA, GA SE PUDI. KE KGOMO.
A KE KGOMO?	(etc.)

(Note: Plurals can be utilized to extend this exercise.)

I. Explication:

MONNA O KAE?	MONNA KE YOLE.
Where (is) the man?	*The man (is) there.*

The construction above is used to ask if something or someone is *"there,"* meaning *"over there,"* at some distance. This question and answer is especially useful if you are looking at a group of people or things and trying to identify which is which.

The subject concord /O/ refers to MONNA (noun class 1) and will vary depending upon the class of the noun being asked about. For example:

SELEPE SE KAE?	SELEPE KE SELE.
Where (is) the axe?	*The axe (is) there.*

The word in the response translated as *"there"* in this context (YOLE, SELE) also changes to correspond to the noun class of the subject noun as in the examples.

J. Exercises:

Use the Charts indicated for the following exercises and follow the model given for singular and plural forms. Complete all items on chart.

1. Noun Class 1 - Chart I

a) singular

MONNA O KAE?	MONNA KE YOLE.
MOSIMANE O KAE?	MOSIMANE KE YOLE.
(etc.)	(etc.)

b) plural

BANNA BA KAE?	BANNA KE BALE.

2. Noun Class 2 - Chart II

a) singular

MOTSE O KAE?	MOTSE KE OLE.

b) plural

METSE E KAE?	METSE KE ELE.

3. Noun Class 3 - hart III

a) singular

LENGENA LE KAE?	LENGENA KE LELE.

b) plural

MANGENA A KAE?	MANGENA KE ALE.

K. Explication:

To form the negative response for the question, the negative marker GA replaces KE and the form of the word for *"there"* changes.

MONNA O KAE?	MONNA KE YOLE.	(affirmative)
	MONNA GA A YO. *The man (isn't) there.*	(negative)

The negative form for *"there"* will change to correspond to the noun class of the subject.

L. **Exercises:**

Repeat the exercises with Charts I - III, giving a negative response as in the examples.

1. Noun Class I - Chart I

a) singular

MONNA O KAE? MONNA GA A YO.

b) plural

BANNA BA KAE? BANNA GA BA YO.

2. Noun Class 2 - Chart II

a) singular

MOTSE O KAE? MOTSE GA O YO.

b) plural

METSE E KAE? METSE GA E YO.

3. Noun Class 3 - Chart III

a) singular

LENGENA LE KAE? LENGENA GA LE YO.

b) plural

MANGENA A KAE? MANGENA GA A YO.

M. Summary:

At this point you should be able to:

1. Ask and answer questions to identify things
2. Verify what something is with an affirmative or negative response
3. Ask where something is and respond that it is or isn't *"there"* for the first 3 noun classes

Although the last set of exercises introduces more forms of the linking concords, you should begin to see a pattern of correspondences emerging. The concords do vary depending upon function (O for a subject concord, and OLE or AYO for concords meaning *"there")*. However, there are similarities.

See the following chart:

Noun Class	Subject Concords	*"over there"* affirmative	*"not there"* negative
1	O	OLE	A YO
	BA	BALE	BA YO
2	O	OLE	O YO
	E	ELE	E YO
3	LE	LELE	LE YO
	A	ALE	A YO
4	SE	SELE	SE YO
	DI	TSELE	DI YO
5	E	ELE	E YO
	DI	TSELE	DI YO
6	LO	LOLE	LO YO
	DI	TSELE	DI YO

You can see similarities with the subject concords across the chart. The variations that do occur will be consistent with other constructions.

N. Summary Exercise:

Use the information in the summary and the pattern practice chart indicated to complete the following exercises. Translate the expression given to Setswana.

1. Noun Class 4. Chart IV.

a) singular

Where is the thing?____________________

The thing is there.____________________

The thing isn't there.____________________

Where is the well?____________________

The well is there.____________________

The well isn't there.____________________

Where is the tree?_____ ____________________

The tree is there.____________________

The tree isn't there.____________________

b) plural

Where are the axes?____________________

The axes are there.____________________

The axes aren't there.____________________

Where are the shoes?____________________

The shoes are there.____________________

The shoes aren't there.____________________

Where are the grain bins?____________________

The grain bins are there.____________________

The grain bins aren't there.____________________

2. Noun Class 5. Chart V.

a) singular

Where is the goat?______________________________

The goat is there.______________________________

The goat isn't there.___________________________

Where is the horse?_____________________________

The horse is there._____________________________

The horse isn't there.__________________________

Where is the cow?_______________________________

The cow is there._______________________________

The cow isn't there.____________________________

b) plural

Where are the blankets?__________________________

The blankets are there.__________________________

The blankets aren't there._______________________

Where are the pots?_____________________________

The pots are there._____________________________

The pots aren't there.___________________________

Where are the sacks?____________________________

The sacks are there.____________________________

The sacks aren't there.__________________________

3. Noun Class 6. Chart VI.

a) singular

Where is the wall?______________________________

The wall is there.______________________________

The wall isn't there.____________________________

Where is the wood?______________________________

The wood is there.______________________________

The wood isn't there.____________________________

Where is the horn?______________________________

The horn is there.______________________________

The horn isn't there.____________________________

b) plural

Where are the lamps?____________________________

The lamps are there.____________________________

The lamps aren't there.__________________________

Where are the razor blades?______________________

The razor blades are there.______________________

The razor blades aren't there.____________________

Where are the books?____________________________

The books are there.____________________________

The books aren't there.__________________________

NOTE:

The *"there"* referred to in this Setswana construction indicates a particular location for the item in question. Do not confuse this with the more general expression:

A GONA LE DIKWALO?	*Are there any books?*
GONA LE DIKWALO.	*There are books.*
GA GONA DIKWALO.	*There aren't any books.*

In this case, the difference can be illustrated by the following dialogue:

A:	A GONA LE DIKWALO?	*Are there any books?*
B:	EE. GONA LE DIKWALO.	*Yes, there are books.*
A:	DIKWALO DI KAE?	*Where are the books?*
B:	DIKWALO KE TSELE.	*The books are there.*

You will recognize the last two lines of the dialogue as the pattern that has been covered in this lesson.

ASKING QUESTIONS

Unit Four

A. Objectives:

1. Making questions with simple statements
2. Affirmative and negative response patterns with subject and object concords
3. Using question words ENG? and MANG?

B. Explication:

In Unit Two, the simple statement was formed as:

O BONA SELEPE.
You see the axe.

To form the question, the formative A is placed in front of the subject concord and the verb.

A O BONA SELEPE?
Do you see the axe?

C. Exercises:

Follow the example given and complete the exercises, using the charts indicated.

1. Chart IV. Complete all items on the chart.

A O BONA SELO?	EE, KE BONA SELO.
A O BONA SEDIBA?	____________
(etc.)	____________

2. Change the statement to a question. Chart I.

RE BONA BANNA.	A LO BONA BANNA ?
BA BONA MOSIMANE.	____________________?
KE BONA MOSADI.	____________________?
O BONA BASETSANA.	____________________?
LO BONA MOTSHAMEKI.	____________________?
O BONA MOOKI.	____________________?
KE BONA BARUTI.	____________________?
BA BONA MOAGI.	____________________?
RE BONA MOTSUMI.	____________________?
LO BONA BADISA.	____________________?
O BONA MOREMI.	____________________?
KE BONA BAKGWEETSI.	____________________?
BA BONA MOLEMI.	____________________?
O BONA BAREKISI.	____________________?

D. Explication:

The response to questions such as the above would utilize the object concord (OC) which corresponds to the English *"him," "her,"* and *"it"* as in the examples below.

Do you see the thing? *Yes, I see it.*

Do you see the man? *Yes, I see him.*

In Setswana the object concords take the place of the object pronoun in English.

A O BONA SELO? EE, KE A SE BONA.
Do you see the thing? *Yes, I (it) see.*

A O BONA BANNA? EE, KE A BA BONA.
Do you see the men? *Yes, I (them) see.*

As with subject concords, the object concords must change to correspond to the object noun that they refer to. You will see from the chart on the next page that this additional group of concords is simplified due to the fact that the subject and object concords are the same or similar in most cases.

The formative /A/ in the answers above is the "long form" of the present tense that is required when nothing follows the verb. This /A/ is placed between the subject and the object concord in the sentence.

Noun Class	Noun Prefix	Subject Concord	Object Concord
1	MO BA	O BA	MO BA
2	MO ME	O E	O E
3	LE MA	LE A	LE A
4	SE DI	SE DI	SE DI
5	(N)* DI (N)*	E DI	E DI
6	LO DI (N)*	LO DI	LO DI

* Note: The (N) referred to here is a nasalized sound that sometimes occurs in these positions.

E. Exercises:

The following exercises will practice the formation of the question and the use of the object concord in the response.

1. Ask the question and give the response using the object concord, as in the example. Chart I.

A O BONA MONNA?	EE, KE A MMONA*
BANNA?	EE, KE A BA BONA.

(Complete the items on the chart for both singular and plural forms.)

---

* MMONA = MO + BONA, a phonological change (elison) somewhat like a contraction (it's, didn't, I've) in English. MO + BATLA = MMATLA for the same reason.

2. Repeat the same exercise using Chart II for class 2 nouns. (singular and plural)

A LO BONA MOTSE?	EE, RE A O BONA.
METSE?	EE, RE A E BONA.

3. Use Chart III and complete exercise as above, following the model given. (singular and plural)

A BA BONA LENGENA?	EE, BA A LE BONA.
MANGENA?	EE, BA A A BONA.

4. Use the three words given to form a question and a response as in the example. Chart IV.

(O) (BATLA) (SELO) A O BATLA SELO?
EE, KE A SE BATLA.

(LO) (BONA) (SEDIBA) ____________?
(RE) ____________

(BA) (RATA) (DITLHARE) ____________?
(BA) ____________

(O) (RATA) (DIBOKOLODI) ____________?
(KE) ____________

(LO) (BATLA) (DIBOKO) ____________?
(RE) ____________

(O) RATA) (DIGOKGO) ____________?
(KE) ____________

(BA) (BATLA) (SELEPE) ____________?
(BA) ____________

(LO) (BATLA) (DITLHAKO) ____________?
(RE) ____________

(O) (BONA) (SEME) ____________?
(KE) ____________

(O) (BONA) (SEFOFU) ____________?
(KE) ____________

F. **Explication:**

The negative response to a simple question is formed by placing the negative marker GA before the verb, as follows:

A O BONA DIPUDI?	NNYAA, GA KE BONE DIPUDI.
Do you see the goats?	*No, I don't see the goats.*

Notice that the ending on the verb (BONA) changes from /A/ to /E/. The only additional change that occurs in forming the negative is with the 3rd person singular subject concord which changes from the /O/ to /A/.

Compare the affirmative and negative forms in the following examples.

KE BONA DIPUDI	GA KE BONE DIPUDI
O BONA DIPUDI	GA O BONE DIPUDI
O BONA DIPUDI	*GA A BONE DIPUDI
RE BONA DIPUDI	GA RE BONE DIPUDI
LO BONA DIPUDI	GA LO BONE DIPUDI
BA BONA DIPUDI	GA BA BONE DIPUDI

---

* Note that it is characteristic for the 3rd person singular concord to change from /O/ to /A/ in the negative.

G. Exercises:

1. Change the statement to a question. The second student answers in the negative. Chart V.

KE BONA DIPUDI. A O BONA DIPUDI?
NNYAA, GA KE BONE DIPUDI.

KE BATLA DIPITSE. ____________________?
____

KE BATLA DIKGOMO. ____________________?
____

RE BONA DINOGA. ___(LO)_________________?
__________(RE)__________

RE BONA DITSEBE. ____________________?
____

RE BONA DITAU. ____________________?
____

BA BATLA DIKOBO. ____________________?
____

BA BATLA DIPITSA. ____________________?
____

BA BATLA DIKGETSE. ____________________?
____

KE BONA DITSALA. ____________________?
____

KE BATLA DINGAKA. ____________________?
____

KE BONA DIKGOSI. ____________________?
____

H. Explication:

Look carefully at the following examples to see what happens when the object concords are reintroduced to the sentence.

A O BONA DIPUDI? *Do you see the goats?*	EE, KE A DI BONA. *Yes, I see them.*
A O A DI BONA? *Do you see them?*	NNYAA, GA KE DI BONE. *No, I don't see them.*

The long present formative /A/, underlined above, is dropped in the negative. Thus, we can say that the long present tense formative /A/ is only used when nothing follows the verb in an affirmative statement, or in a question.

I. Exercises:

1. Change the statement to a question using the object concord. Answer in the negative. Chart V.

KE BONA PUDI.	A O A E BONA? NNYAA, GA KE E BONE.
KE BATLA PITSE.	____________________? ____________________
KE BATLA KGOMO.	____________________? ____________________
RE BONA DINOGA.	____________________? ____________________
RE BONA DITSEBE.	____________________? ____________________
RE BONA DITAU.	____________________? ____________________
BA BATLA DIKOBO.	____________________? ____________________
BA BATLA PITSA.	____________________? ____________________

BA BATLA KGETSE. ______________________________?
____

KE BONA DITSALA. ______________________________?
____

KE BATLA NGAKA. ______________________________?
____

KE BONA KGOSI. ______________________________?
____

J. Explication:

As noted in the previous explication, the 3rd person singular form of the subject concord changes in the negative from /O/ to /A/, underlined below.

*A NEO O BATLA DIPUDI? *Does Neo want goats?*	EE, NEO O (A) DI BATLA. *Yes, he wants them.*
*A NEO O (A) DI BATLA? *Does Neo want them?*	NNYAA, NEO GA A DI BATLE. *No, Neo doesn't want them.*

The proliferation of /A/'s in the examples is less confusing if you make the following observations:

a) The /A/ at the beginning of the sentence marked with the (*) is a question marker. It is a simple rule to remember that any statement is changed to a question by adding the /A/. No other changes occur.

b) The (A) in parentheses above is the long present tense and occurs in a statement or a question when nothing follows the verb.

c) The /A/ underlined in the negative statement above is the 3rd person singular subject concord. This change from /O/ to /A/ occurs only in the negative of the verb, and will not often occur in a sentence with either of the other /A/ forms mentioned above.

A proper name, such as Neo, is added to the sentence in the positions shown, but doesn't change the structure of the sentence. Note the addition and deletion of the name from the examples below.

A NEO O BATLA DIPUDI?	*Does Neo want the goats?*
A O BATLA DIPUDI?	*Does he want the goats?*
A NEO O A DI BATLA?	*Does Neo want them?*
A O A DI BATLA?	*Does he want them?*
NEO O BATLA DIPUDI.	*Neo wants the goats.*
O BATLA DIPUDI.	*He wants the goats.*
NEO O A DI BATLA.	*Neo wants them. (the goats)*
O A DI BATLA.	*He wants them. (the goats)*

Observe that the four questions are simply the four statements preceded by the question marker /A/.

K. Exercises:

1. Change the statement to a question and give a negative reply using the concords as in the example. Chart VI.

NEO O BONA DIPOTA. A NEO O A DI BONA ?
NNYAA, NEO GA A DI BONE .

NEO O BATLA DINOGA. ______________________?
______________________.

NEO O BONA DINAKA. ______________________?
______________________.

NEO O BONA LOGADIMA. ______________________?
______________________.

NEO O BONA LOGAGA. ______________________?
______________________.

NEO O BONA LOTLHAKWA. ______________________?
______________________.

NEO O BATLA DIPONE. ______________________?
______________________.

NEO O BONA LOBATI. ______________________?
______________________.

NEO O BONA LOROLE. ______________________?
______________________.

NEO O BATLA DIKGARE. ______________________?
______________________.

NEO O BATLA LOKWALO. ______________________?
______________________.

NEO O BATLA LOSELO. ______________________?
______________________.

2. Answer the questions using subject and object concords, as in the example. Chart I.

A MODISE O BONA BANNA? EE, O A BA BONA ________.
A NEO O RATA MOSETSANA? ____________________.
A TAU O BONA BATSHAMEKI? ____________________.
A NEO O BATLA MOOKI? ____________________.
A MODISE O RATA MORUTI? ____________________.
A TAU O BATLA BAAGI? ____________________.
A NEO O BONA MOTSUMI? ____________________.
A MODISE O BONA MODISA? ____________________.
A NEO O BATLA MOREMI? ____________________.
A TAU O BONA BAKGWEETSI? ____________________.
A MODISE O BONA MOLEMI? ____________________.
A NEO O BATLA BAREKISI? ____________________.

3. Change the statement to a question, using subject and object concords. Chart II.

MODISE O BONA MOTSE. A O A O BONA ____________?
TAU O BONA MOLOMO. ____________________?
NEO O BONA MENWANA. ____________________?
TAU O BATLA MOGOMA. ____________________?
DINEO O BATLA MOSESE. ____________________?
MODISE O BATLA MOGALA. ____________________?
NEO GA A RATE MONANG. ____________________?
MODISE GA A BONE MOLELO. ____________________?
TAU GA A BONE MOLAPO. ____________________?
DINEO GA A BONE MOGOBE. ____________________?
NEO GA A RATE MORITI. ____________________?
TAU GA A BONE MOTLHABA. ____________________?

4. Answer the questions in the negative, using concords. Chart III.

A TAU O RATA MANGENA? NNYAA, GA A A RATE.
A NEO O RATA MAE? ____________________.
A DINEO O RATA LETLALO? ____________________.
A MODISE O RATA MENO? ____________________.
A TAU O RATA MANONG? ____________________.
A DINEO O RATA LEEBA? ____________________.
A NEO O RATA LEPHUTSHE? ____________________.
A TAU O RATA MAGAPU? ____________________.
A DINEO O RATA MABOA? ____________________.
A MODISE O RATA MARU? ____________________.
A NEO O RATA LEFIFI? ____________________.
A TAU O RATA LESIDI? ____________________.

5. Use the words to make a question. Chart V.

(NEO) (BATLA) (DIPUDI) A NEO O A DI BATLA?
(TAU) (BONA) (PITSE) ____________________?
(LO) (BATLA) (DIKGOMO) ____________________?
(BA) (RATA) (DINOGA) ____________________?
(NEO) (BONA) (DITSEBE) ____________________?
(BA) (BONA) (TAU) ____________________?
(NEO) (BATLA) (KOBO) ____________________?
(LO) (BATLA) (PITSA) ____________________?
(TAU) (BONA) (DIKGETSE) ____________________?
(NEO) (RATA) (DITSALA) ____________________?
(BA) (BONA) (NGAKA) ____________________?
(NEO) (RATA) (KGOSI) ____________________?

L. Explication:

Setswana also forms questions through the use of interrogative words such as those in English - i.e., *what, who, where, when,* etc. They all function more or less the same way in the sentence.

O BATLA ENG? *What do you want?*	KE BATLA DIKOBO. *I want blankets.*

The ENG? is attached to the end of the sentence and asks the question *"what?"*

O BATLA ENG?	*What do you want?*
O BONA ENG?	*What do you see?*
O RATA ENG?	*What do you like?*
O REKA ENG?	*What do you buy?*

The interrogative MANG? meaning *who* can also be used to form questions in this way.

O BATLA MANG?	*Who do you want?*
O BONA MANG?	*Who do you see?*
O RATA MANG?	*Who do you like?*

Different subject concords, or proper names, may be substituted in the structure without modification.

LO BATLA ENG?	*What do you (pl.) want?*
NEO O BATLA ENG?	*What does Neo want?*
BA BATLA ENG?	*What do they want?*
O RATA ENG?	*What do you like?*
NEO O BONA MANG?	*Who does Neo see?*

Note the plural form of MANG? must be used to mean that a plural object is expected.

NEO O BONA BOMANG? *Who (pl.) does Neo see?*	NEO O BONA BASIMANE. *Neo sees the boys.*

The response to a question with an interrogative word is often a short word or phrase rather than a complete sentence as in English.

O BATLA ENG? *What do you want?*	DIKOBO. *Blankets.*
NEO O BONA MANG? *Who does Neo see?*	MONNA. *A man.*

Note that the question marker /A/ is not used when an interrogative word is employed.

M. Exercises:

1. Make a question using ENG? or MANG? using the statement given.

O BATLA DIPUDI. O BATLA ENG ______?
BA BONA MODISE. ______________?
NEO O RATA DINEO. ______________?
MODISE O BATLA PITSE. ______________?
O BONA DINOGA. ______________?
DINEO O RATA DIPITSE. ______________?
BA BATLA MOKGWETSI. ______________?
TAU O RATA BASETSANA. ______________?
MODISE O BONA MOREKISI. ______________?
O RATA DIKGOSI. ______________?
RE BATLA DITSALA. (LO) __________?
KE BONA BATSUMI. (O) __________?
NEO O BONA BARUTI. ______________?
BA BATLA MOLEMI. ______________?
TAU O BATLA DIKGETSE. ______________?
O RATA DIKGOMO. ______________?

N. Summary:

The following observations can be made about forming questions and responses in Setswana.

1. Simple questions are formed by placing the question marker /A/ before a sentence.

MODISE O BONA DITAU.	*Modise sees lions.*
A MODISE O BONA DITAU?	*Does Modise see lions?*

2. The subject concords may replace the noun in a question or response, but must always be present even when the noun is included.

3. The sequence of possible elements in a question is:

A	MODISE	O	A	DI	BATLA?
(question marker)	(noun)	(SC)	(long present)	(OC)	(verb)

Does Modise want them? (meaning DIPUDI, *the goats)*

4. The sequence of possible elements in an affirmative reply would be:

MODISE	O	A	DI	BATLA.
(noun)	(SC)	(long present)	(OC)	(verb)

Modise wants them. (meaning DIPUDI, *the goats)*

5. The negative sequence is:

MODISE	GA	A	DI	BATLE.
(noun)	(negative marker)	(SC)	(OC)	(verb)

Modise doesn't want them. (meaning DIPUDI, *the goats)*

6. The 3rd person singular subject concord /O/ changes to /A/ in the negative construction, and the long present formative /A/ is dropped.

MODISE O A DI BATLA.
MODISE GA A DI BATLE.

7. A statement can be turned into a question by adding ENG?, MANG?, or BO MANG? at the end of the sentence.

MODISE O BATLA KOBO.	*Modise wants a blanket.*
MODISE O BATLA ENG?	*What does Modise want?*

O. Summary Exercise:

Translate the following sentences into Setswana.
Use object concords where pronouns are given in English.

Who does Neo see? Neo sees the builders.

____

Does Modise want the herdsman? No, he doesn't want him.

____

Do they see the village? Yes, they see it.

____

Do you like mosquitos? No, I don't like them.

____

What does Dineo want? Dineo wants the goats.

____

Do the boys want the axe? No, they don't want it.

____

What do the drivers see? They see the millipedes.

____

Does the builder like the door? No, he doesn't like it.

____

Does Modise want it (axe)? Yes, he wants it.

____

Does the woodchopper like them (spiders)? Yes, he likes them.

____

Who do the nurses want? They want the doctor.

____

SPECIFYING THINGS

Unit Five

A. Objectives:

1. Specifying things as *"this here," "that there,"* and *"that over there"*

2. Asking the question *"which?"*

B. Explication:

To specify something as *"this (thing) here"* in Setswana, the noun is followed by a demonstrative concord corresponding to its noun class. For example:

O BATLA MANG? *Who do you want?*	KE BATLA MONNA YO. *I want this man.*
O BATLA BOMANG? *Who do you want (pl.)?*	KE BATLA BANNA BA. *I want these men.*

The demonstrative concord will change by noun class.

The chart below provides the demonstrative concords for the first six noun classes, singular and plural.

Noun Class	Noun Prefix	Demonstrative Concord
1	MO-	YO
	BA-	BA
2	MO-	O
	ME-	E
3	LE-	LE
	MA-	A
4	SE-	SE
	DI-	TSE
5	(N)	E
	DI-	TSE
6	LO-	LO
	DI-	TSE

C. Exercises:

1. Answer the question as in the example. Use Chart I and continue to answer for each item.

O BATLA MANG?	KE BATLA MOSIMANE YO. (etc.)

2. Answer the question using the plural forms for each item on Chart I.

LO BONA BO MANG?	RE BONA BANNA BA. (etc.)

3. Make a sentence using the demonstrative concord with each of the words given, as in the example. Use Chart II. Make singular-plural concord changes.

(MOTSE)	KE BONA MOTSE O.
(METSE)	
(MOLOMO)	
(MENWANA)	
(MOGOMA)	
(MESESE)	
(MOGALA)	
(MENANG)	
(MOLELO)	
(MELAPO)	
(MEGOBE)	
(MORITI)	
(MOTLHABA)	

4. Continue working through noun class charts III-VI practicing singular and plural demonstrative concord forms with simple statements, KE BATLA..., KE BONA..., KE REKA..., etc.

D. Explication:

To specify something slightly further from you than something else (but still within touch), the same form and format is used with the addition of /O/ as an ending on the demonstrative concord. For example:

SELO SE KE ENG? *What is this thing?*	SELO SE KE LENGENA. *This thing is an earring.*
SELO SEO KE ENG? *What is that?*	SELO SEO KE LE LENGENA. *That thing is an earring.*

Likewise, the plural is changed from *"this"* to *"that"* with the addition of the ending /O/.

DILO TSE KE ENG? *What are these things?*	DILO TSE KE MANGENA. *These things are earrings.*
DILO TSEO KE ENG? *What are those things?*	DILO TSEO KE MANGENA. *Those things are earrings.*

In the examples shown above, the demonstrative concord does not vary, since *"thing"* (SELO) is noun class 4 and remains consistent.

E. Exercises:

1. Answer the questions using the demonstrative concord as in the example. Remember, the concord does not change in this pattern for noun class, but for singular, plural, *this* and *that*. Use the items in Chart III.

SELO SE KE ENG?	SELO SE KE LENGENA.
DILO TSE KE ENG?	(MAE)
DILO TSEO KE ENG?	(MATLALO)
SELO SEO KE ENG?	(LEINO)
DILO TSE KE ENG?	(etc.)
DILO TSEO KE ENG?	
SELO SE KE ENG?	
SELO SEO KE ENG?	
DILO TSE KE ENG?	
DILO TSEO KE ENG?	
SELO SE KE ENG?	
SELO SEO KE ENG?	

F. Explication:

Noun Class	Noun Prefixes	*"this/these"* demonstrative concords	*"that/those"* demonstrative concords
1	MO-	YO	YOO
	BA-	BA	BAO
2	MO-	O	OO
	ME-	E	EO
3	LE-	LE	LEO
	MA-	A	AO
4	SE-	SE	SEO
	DI-	TSE	TSEO
5	(N)	E	EO
	DI-	TSE	TSEO
6	LO-	LO	LOO
	DI-	TSE	TSEO

The chart on the preceding page presents the demonstrative concords for *"this/these"* and *"that/those"* for the first six noun classes. As you may observe, the addition of the ending /O/ is consistent for all noun classes.

G. Exercises:

1. Answer the question as in the example, changing from the *"this"* to the *"that"* demonstrative. Chart III.

A O BATLA MANGENA A?	NNYAA. GA KE BATLE MANGENA AO.
A O BATLA LEE LE?	
A O RATA LETLALO LE?	
A O BONA MENO A?	
A O BONA MANONG A?	
A O RATA LEEBA LE?	
A O BATLA MAPHUTSHE A?	
A O RATA LEGAPU LE?	
A O BONA MABOA A?	
A O BONA MARU A?	

2. Answer the question as in the example, using the singular or plural form of the demonstrative concord. Use Chart IV.

A O BATLA DILO TSE?	EE. KE BATLA DILO TSEO.
A LO BONA SEDIBA SE?	
A BA BONA DITLHARE TSE?	
A O BONA SEBOKOLODI SE?	
A O BONA DIBOKO TSE?	
A BA BONA DIGOKGO TSE?	
A LO RATA DILEPE TSE?	
A NEO O RATA DITLHAKO TSE?	
A TAU O BATLA SEME SE?	
A LO BONA SEFOFU SE?	
A O BONA SETLHOTSA SE?	
A BA BATLA SETSHWAKGA SE?	

Note: In the exercise above, the item referred to is near the person asking the question. The person replying is referring to *"that"* item.

H. Explication:

To specify things that are beyond reach, the ending -ELE is added to the demonstrative concords. This refers to something that is *"over there."* The easiest way to distinguish the use of this -LE form from the -O form is the distance of the item from both the parties asking and answering the question.

Look at the following dialogue and imagine that Modise has one axe in his hand, but there is another at some distance from both Modise and Neo.

Modise:	A O BATLA SELEPE SE?
Neo:	NNYAA. GA KE BATLE SELEPE SEO. KE BATLA SELEPE SELE.

The following chart sums up the forms for the three demonstrative concord forms for noun classes 1 - 6.

Noun Class	Noun Prefix	*"this/these"*	*"that/those"*	*"that/those over there"*
1	MO-	YO	YOO	YOLE
	BA-	BA	BAO	BALE
2	MO-	O	OO	OLE
	ME-	E	EO	ELE
3	LE-	LE	LEO	LELE
	MA-	A	AO	ALE
4	SE-	SE	SEO	SELE
	DI-	TSE	TSEO	TSELE
5	(N)	E	EO	ELE
	DI-	TSE	TSEO	TSELE
6	LO-	LO	LOO	LOLE
	DI-	TSE	TSEO	TSELE

I. Exercises:

1. Use the word given to form a question using the *"that over there"* concords, as in the example. Chart V.

(PUDI)	A BA BATLA PUDI ELE?
(DIPITSE)	
(DIKGOMO)	
(NOGA)	
(TSEBE)	
(DITAU)	
(KOBO)	
(DIPITSA)	
(KGETSE)	
(TSALA)	
(DINGAKA)	
(KGOSI)	

2. Answer the question as in the example, using the appropriate concords. Use Chart VI.

A O RATA DIPOTA TSEO?	NNYAA. KE RATA DIPOTA TSELE.
A O BATLA LOGONG LO?	
A O BONA DINAKA TSEO?	
A O BONA LOGADIMA LOO?	
A BA BONA DIKGAGA TSE?	
A LO BATLA LOTLHAKWA LO?	
A LO RATA DIPONE TSEO?	
A O BONA LOBATI LOO?	
A BA BONA LOROLE LO?	
A BA BATLA DIKGARE TSE?	
A O RATA LOKWALO LO?	
A O BATLA LOSELO LOO?	

3. Make a sentence using the demonstrative concord in parentheses with a noun from an appropriate noun class.

(TSEO)	
(YOO)	
(E)	
(TSELE)	
(BALE)	
(LEO)	
(YO)	
(LE)	
(TSE)	
(A)	

(ELE) ______________________
(LOO) ______________________
(LELE) ______________________
(OO) ______________________
(LO) ______________________
(BAO) ______________________

J. Explication:

The specification question word *"which"* has its own set of concords that correspond to the noun being asked about. It is formed by adding -FE to the subject concord. The chart below lists the concord forms and shows the relationship to the noun prefixes and the subject concords.

Noun Class	Noun Prefix	Subject Concord	*"which"*
1	MO-	O	OFE
	BA-	BA	BAFE
2	MO-	O	OFE
	ME-	E	EFE
3	LE-	LE	LEFE
	MA-	A	AFE
4	SE-	SE	SEFE
	DI-	DI	DIFE
5	(N)	E	EFE
	DI-	DI	DIFE
6	LO-	LO	LOFE
	DI-	DI	DIFE

The *"which"* concord follows the noun that it refers to in the sentence. Also notice in the examples that the question marker /A/ is not used because the -FE forms an interrogative word.

O BONA SELEPE SEFE?	KE BONA SELEPE SELE.
Which axe do you see?	*I see that axe (over there).*

O BATLA DIPUDI DIFE? *Which goats do you want?*	KE BATLA DIPUDI TSE. *I want these goats.*
O RATA LOBONE LOFE? *Which lamps do you like?*	KE RATA LOBONE LOO. *I like that lamp.*

K. Exercises:

1. Make a specification question from each statement, as in the example. Use Chart I.

KE BONA MONNA.	O BONA MONNA OFE?
KE BATLA BANNA.	____________________?
KE RATA MOSADI.	____________________?
KE BONA BATSHAMEKI.	____________________?
KE BATLA MOOKI.	____________________?
KE RATA BARUTI.	____________________?
KE BATLA MOAGI.	____________________?
KE BONA BATSUMI.	____________________?
KE BONA MODISA.	____________________?
KE BATLA BAREMI.	____________________?
KE BATLA MOKGWEETSI.	____________________?
KE BONA BALEMI.	____________________?
KE RATA MOREKISI.	____________________?

2. Make a *"which"* question using the word given in parentheses. Use Chart II.

(MOTSE)	BA BONA MOTSE OFE?
(MOLOMO)	____________________?
(MONWANA)	____________________?
(MEGOMA)	____________________?
(MESESE)	____________________?
(MEGALA)	____________________?
(MONANG)	____________________?
(MELELO)	____________________?
(MOLAPO)	____________________?
(MEGOBE)	____________________?
(MORITI)	____________________?
(METLHABA)	____________________?

3. Ask a *"which"* question and answer it, substituting the words in parentheses and changing the concords to correspond to the class of the noun. Charts III and IV.

O BATLA	(LENGENA)	LEFE?	KE BATLA	(LENGENA)	LE ______
	(SELO)	______ ?		(SELO)	______
	(LEE)	______ ?		(LEE)	______
	(LETLALO)	______ ?		(LETLALO)	______
	(MENO)	______ ?		(MENO)	______
	(SEDIBA)	______ ?		(SEDIBA)	______
	(SETLHARE)	______ ?		(SETLHARE)	______
	(MANONG)	______ ?		(MANONG)	______
	(DIBOKO)	______ ?		(DIBOKO)	______
	(LEEBA)	______ ?		(LEEBA)	______
	(SEGOKGO)	______ ?		(SEGOKGO)	______
	(MAPHUTSHE)	______ ?		(MAPHUTSHE)	______
	(DILEPE)	______ ?		(DILEPE)	______
	(LEGAPU)	______ ?		(LEGAPU)	______
	(DITLHAKO)	______ ?		(DITLHAKO)	______

4. Form a specification question with each of the words given. Follow the example and use Charts V and VI.

(DIPUDI)	O BATLA DIPUDI/DIFE ?
(LOBOTA)	______ ?
(DIPITSE)	______ ?
(DIKGONG)	______ ?
(KGOMO)	______ ?
(LONAKA)	______ ?
(DINOGA)	______ ?
(LOGADIMA)	______ ?
(DITSEBE)	______ ?
(LOGAGA)	______ ?
(TAU)	______ ?
(DITLHAKWA)	______ ?
(DIKOBO)	______ ?
(LOBONE)	______ ?
(PITSA)	______ ?
(DIPATI)	______ ?
(KGETSE)	______ ?

The following new verbs may be added to your list for use in the exercise above and others:

GO ITSE	*t know*	GO SELA	*to pick up (light things)*
GO REKA	*to buy*	GO KGOMA	*to touch*

L. Summary:

Noun Prefix	*which?*	*this/ these*	*that/ those*	*that/those over there*
MO-	OFE	YO	YOO	YOLE
BA-	BAFE	BA	BAO	BALE
MO-	OFE	O	OO	OLE
ME-	EFE	E	EO	ELE
LE-	LEFE	LE	LEO	LELE
MA-	AFE	A	AO	ALE
SE-	SEFE	SE	SEO	SELE
DI-	DIFE	TSE	TSEO	TSELE
(N)	EFE	E	EO	ELE
DI-	DIFE	TSE	TSEO	TSELE
LO-	LOFE	LO	LOO	LOLE
DI-	DIFE	TSE	TSEO	TSELE

Note in the chart of forms above that the base for all *which* forms is -FE preceded by the noun prefix, or part of the noun prefix. (Note: It is typical in this set of concords, and others, for the initial /M/ found in the noun prefix to fall away.)

Observe that the *this, that, these, those* and *that/those over there* also show similarities with the noun prefixes. The most obvious exceptions are the YO form in noun class 1 singular, and the TSE forms in classes 4, 5, and 6. Keep in mind that these variations are found in other constructions as well - e.g., possessives and absolute pronouns.

Finally, be careful not to take the translation of these formatives into English too literally. The definition of distance implied by the choice of the specifying concord is relatively more important than in English. The use of YO and YOO implies that both items are within touching range. YOO cannot be used to mean something that is at a distance. YOLE would be used in this case. The forms ending in -O, such as YOO, BAO, LOO, etc., usually signify a comparison with something else closer to the speaker.

L. Summary Exercise:

Translate the following questions and answers into Setswana.

Which teacher do you want?

____

I want that one over there.

____

Which drivers do you like?

____

I like these drivers.

____

Which dress are you buying?

____

*I'm buying that dress.**

____

Which villages do you know?

____

I know those villages.

____

* In Setswana, there is no structural difference in this context between the form of the verb in this sentence and that in the first two sentences.

Which watermelon is Neo picking up?

He is picking up this watermelon.

Which mushrooms are they touching?

They are touching those mushrooms over there.

Which spider is the boy picking up?

He is picking up that spider.

Which whips do the drivers want?

They want these whips.

Which cow is the vendor buying?

He is buying that cow over there.

Which bags is the hunter picking up?

He is picking up those bags.

Which straw does the builder want?

He knows this path.

Which horns is the herdsman touching?

He is touching those horns over there.

GRAMMATICAL SYNOPSIS

Units 1 - 5

A. Objectives:

1. Summarize the grammar covered up to Unit 5.
2. Provide an overview of the basic structure of the language.

B. Explication:

The most distinctive feature of Setswana is the noun class system. All nouns are identified by their prefixes as being in one of nine different classes. Within each class, the singular and plural forms have different prefixes.

The noun class prefixes and an example of each, followed by any class characteristics, are below.

I.	MO-	MONNA	(people)
	BA-	BANNA	
II.	MO-	MOGALA	(misc.)
	ME-	MEGALA	
III.	LE-	LEGAPU	(")
	MA-	MAGAPU	
IV.	SE-	SETLHARE	(")
	DI-	DITLHARE	
V.	(N)*	KGOMO	(animals, foreign
	DI-	DIKGOMO	words, misc.)
VI.	LO-	LOKWALO	(misc.)
	DI-	DIKWALO	
VII.	BO-	BOSULA	(abstract words, seldom
	MA-		used in plural form)
VIII.	GO-	GO BUA	(verb infinitives)
IX.	FA-	FATSHE	(locative words, no
	GO-	GODIMO	singular and plural)
	MO-	MORAGO	

---

* The (N) signifies that there is normally no written prefix, but sometimes a nasalization occurs before the word in speech.

C. Exercises:

1. Underline the noun prefix in each of the words, give the probable noun class number, and indicate singular or plural with S or P respectively.

BATHO	*(people)*
THIPA	*(knife)*
DINAMA	*(meat)*
SEBOLAI	*(weapon)*
BOSIGO	*(night)*
BOGOBE	*(porridge)*
LEGODU	*(thief)*
MOTHUSI	*(assistant, helper)*
MOKGWA	*(custom)*
GOLO	*(place)*
LOSO	*(death)*
MERAKA	*(cattle post)*
KWENA	*(crocodile)*
MARAKA	*(cattle kraal)*
MEKORO	*(canoe)*
MOLAMU	*(knob stick)*
DITLHAPI	*(fish)*

2. From the previous lessons, give the singular and plural of at least one word from noun classes 1 - 6 from memory, and underline the noun class prefix.

I.

II.

III.

IV.

V. ______________________________

____

VI. ______________________________

____

D. Explication:

The importance of the noun classes to the learner is that they are the key to the system of linking concords which connect nouns to verbs, adjectives, possessives, specifiers (demonstratives), etc. The concords are not 'words' because they do not have meaning independent of the nouns they refer to. They are called 'formatives' in that they are bits of the sentence that are structural in function - i.e., they help to 'glue' the sentence together by clarifying the noun reference to verbs, adjectives, etc.

There are different concords for different functions, such as linking subjects to verbs, objects to verbs, adjectives to nouns, specifiers to nouns, etc. Examples of the concord types are underlined below from patterns covered to this point in the Handbook.

a. Describing Things (adjective concords)

MOSETSANA YO MOLEELE	*the tall girl*
BARUTI BA BAKIMA	*the fat teachers*

b. Simple Statements (subject concords)

MONNA O BONA SELEPE.
The man sees the axe.
RE BATLA DIKWALO.
We want the books.

c. Asking Questions (subject & object concords)

A O BATLA DIPUDI? *Do you want the goats?*	EE, KE A DI BATLA. *Yes, I want them.*
A BA BONA MOKGWEETSI? *Do they see the driver?*	EE, BA A MO BONA. *Yes, they see the driver.*

d. Identifying Things (demonstrative concords)

BASADI BA KAE?	BASADI KE BALE.
Where is the woman?	*The woman is over there.*
	BASADI GA BAYO.
	The woman is not there. *(present)*

e. Specifying Things (demonstrative concords)

O BONA SELEPE SEFE?	KE BONA SELEPE SE.
Which axe do you see?	*I see this axe.*
BA BATLA DIKWALO DIFE?	BA BATLA DIKWALO TSELE.
Which books do they want?	*They want those books.*

You will notice that in the last two sets of examples, only part of the formative is underlined. This is because the concord is only that part of the formative which changes according to noun class. The 'stem' does not usually change and carries some sort of meaning other than linking the formative with a noun. For example, the stem -FE in e. above means *which* and the concords SE-, DI-, etc. are attached to it to correspond with the class of the noun referred to.

E. Exercises:

1. In the sentences below, underline the concords, and identify the noun reference with a line pointing to the word the concord is linked with.

BARUTI BA BONE DIKGOMO.	
A O BATLA KOBO E?	
GA A REKE DIPONE.	
A O REKA MANGENA?	EE, KE A A REKA.
A O BONA LEGAPU?	NNYAA, GA KE LE BONE.
A O A A RATA?	KE RATA MAE.
BA BATLA SETLHAKO SEFE?	

BA BATLA SETLHAKO SE.

BA A SE BATLA.

BANNA BA BA BATLA PITSE EFE?

A MOAGI YOLE O BATLA SELEPE SE?

EE, O A SE BATLA.

A NEO O A DI BATLA? EE, O BATLA DIPUDI.

A O A E BONA? KE BATLA PITSE.

MOOKI YO O A ROBALA.

BAREKISI BA BA A DI REKA. BA REKA DILO DING*?

2. Fill in the chart of the linking concords below. Do as much as possible from memory, using the previous lessons as reference when necessary.

Class	Noun Prefix	Subject Concord	Object Concord	Adjective Concord
I.				
II.				
III.				
IV.				
V.				
VI.				

---

*DING. This is a plural form of ENG not always required but more correct in this case.

F. Explication:

Descriptive phrases are formed by following the noun with the appropriate adjective concord, and prefixing the adjective stem with the corresponding noun class prefix. For example,

SELEPE SE SESHA
the new axe
BASETSANA BA BALEELE
the tall girls
LETLALO LE LETURU
the expensive skin
DITSHELO TSE DITONA
the large winnowing basket

The pattern for this construction is:

(noun) + (adj. concord) + (n. prefix) (adj. stem)
LOKWALO LO LO - SHA

G. Exercises:

1. Circle the adjective concord and underline the noun prefix in the sentences with descriptive phrases.

BANNA BALE BA BONA MOSADI YO MOLEELE.

MORUTI YOLE O RATA DIKWALO TSE DISHA.

GA RE REKE MATLALO A MAGOLOGOLO.

A O RATA MOSESE O MOTALA?

KE PITSA E NNYE.

A LO BONA LENONG LE LENTSHO?

NEO O BATLA MEGALA E MESWEU.

BASADI BA BATLA BASIMANE BA BANNYE.

GA KE RATE DITLHAKO TSE DIKGOLOGOLO.

KE PITSA E TSHIPI.

2. In the spaces below, list the adjective stems from the first exercise and give their meanings in English.

____

____

____

____

____

____

____

____

____

____

H. Explication:

One of the characteristics of Setswana that simplifies the learning task for English speakers is the word order in simple statements. The (subject) (verb) (object) pattern common to English is also used in Setswana.

RE	REKA	DIKOBO.
(subject)	(verb)	(object)
We	*buy*	*blankets.*

The most important difference to remember is that the subject concord must always appear in the sentence, even when the noun it refers to is there.

MONNA O REKA DIPONE.
The man (he) is buying the lamps.
DITAU DI BONA BANNA.
The lions (they) see the men.

It is necessary to use the concord which corresponds to the class of the noun as always.

I. Exercise:

1. Label the 'noun subject' (NS), the 'subject concord' (SC), the 'verb' (V) and the 'object' (O) in each of the sentences below. These sentences contain vocabulary and grammar not covered up to this point; however, you should be able to identify the parts of the sentence from the information you now have.

   BANNA BA BA JA BOGOBE.

   DITSALA DI A ITHUTA.

   DIKELEDI GA A A ROBALA.

   BAKGWEETSI BALE BA NWA BOJALWA.

   MARY O TLHALOGANYA SETSWANA.

   PITSE E E A JA.

   A DINEO O A GOROGA.

   MOSADI YO O APAYA DIJO.

J. Explication:

Identifying things can be accomplished by asking any of the following questions.

KE ENG?
SE KE ENG?
SELO SE KE ENG?

All of these utilize the interrogative ENG? *What?* and the 'copulative' marker KE. The copulative marker is used in a sentence where there is no other verb, and means roughly *it is/they are*. There is no 'to be' verb in Setswana, and so this copulative form will occur in instances where the 'to be' verb would be used in English.

The simple question *Is it...?* is made by placing the interrogative marker /A/ before the phrase, as below.

A KE PITSE? *Is it a horse?*	NNYAA, GA SE PITSE. *No, it isn't a horse.*

The GA SE forms replace the KE in the negative.

Asking *Where?* something is requires concord correspondence, as do both the affirmative and negative responses.

MONNA O KAE? *Where is the man?*	MONNA KE YOLE. *The man is there.* MONNA GA A YO. *The man isn't there.*
DIKOBO DI KAE? *Where are the blankets?*	DIKOBO KE TSELE. *The blankets are there.* DIKOBO GA DI YO. *The blankets aren't there.*

Note that there are three different sets of concords here. The subject concords employed in the question, the -LE based concords specifying *"there"* and the -YO concords signifying that something is not *"there"* comprise the three. Not only is the base different in the last two, but the concord itself differs for the plurals of classes 4, 5, and 6, which change from the DI of the subject concord to the TSE used here. Also, note that the class 1 singular form changes from /O/ to /A/ which is consistent with the fact that this is a negative form; the negative subject concord typically makes this change.

K. Exercises:

1. Make up a concord chart to cover the subject concords, -LE stem concords for *there*, and the -YO stem concords for *not there*. Fill in the chart as much as possible without referring back to the units.

Class	Subject Concord	-LE Stem Concords	-YO Stem Concords
I.	______	______	______
	______	______	______
II.	______	______	______
	______	______	______
III.	______	______	______
	______	______	______
IV.	______	______	______
	______	______	______
V.	______	______	______
	______	______	______
VI.	______	______	______
	______	______	______

2. Fill in the blanks in the sentences below with the appropriate concords or prefixes.

MORUTI KE __LE.

DIPUDI __ KAE?

SELEPE GA __YO.

__GAPU LE KAE?

__AGI KE BALE.

LENGENA __KAE?

METSE GA ___.

__BOKOLODI KE TSELE.

TAU KE ____.

LOROLE __ KAE?

L. Explication:

Asking questions in Setswana is accomplished in one of two ways. The interrogative marker /A/ may be placed in front of the sentence, as in the example below.

A BASIMANE BA BATLA MAGAPU?
Do the boys want watermelon?

The /A/ is simply attached to the front of the sentence and no other changes are needed.

Interrogative words are also employed.

BASIMANE BA BATLA ENG?
What do the boys want?
BASIMANE BA BATLA MANG?
Who do the boys want?

Since responses to questions often use the object concords, and require the use of the 'long present' form of the verb with /A/, it is necessary to identify carefully the sequence of possible elements in the sentence.

Simple Question:	A	NEO	O	A	SE	BONA?
	(question marker)	(noun)	(SC)	(long pres.)	(OC)	(verb)

Does Neo see it? (meaning 'the axe')

Positive Response:	NEO	O	A	SE	BATLA.
	(noun)	(SC)	(long pres.)	(OC)	(verb)

Neo wants it. (meaning 'the axe')

Negative Response:	NEO	GA	A*	SE	BATLE.
	(noun)	(neg.)	(SC)	(OC)	(verb)

Neo doesn't want it. (meaning 'the axe')

The 'long present' form /A/ is needed when nothing follows the verb, as in the examples above. Also, note the third person singular concord change from /O/ to /A/ in the negative.

---

* Note the typical change of the third person singular SC from /O/ to /A/.

M. Exercises:

1. Identify the elements in the following sentences as: subject concord (SC), question marker (?), object concord (OC), noun (N), object (O), and long present (LP).

   A O BONA MORUTI?

   KE A A BONA.

   MODISE GA A A RATE.

   A O A SE REKA?

   A BALEMI BA A LO BATLA?

   MOREKISI GA A E BATLE.

   A MOSADI O A DI BONA?

   DIKELEDI O A A RATA.

2. Write 5 sentences below including at least one question, one positive response, and one negative response. Use both subject and object concords and use the 'long present' in one sentence.

   ____

   ____

   ____

   ____

   ____

N. Explication:

The specification of *"Which?"* thing into *"this/these," "that/those"* and *"that/those over there"* again requires the use of a special set of concords. The question *"Which?"* is formed based upon the stem -FE which takes the subject concords corresponding to noun class.

RE BATLA SELEPE SEFE?
BA BONA MOTSE OFE?
NEO O RATA DIKGOMO DIFE?

Note that the -FE form is placed after the noun, and it is only used in reference to the 'object' of the verb. A different construction would be needed to express the idea,

*Which man likes the cattle?**

The demonstrative specifiers *"this/these," "that/those"* and *"that/those over there"* are also based upon the subject concords. They come after the noun they modify, as in the examples below.

BASIMANE BA BA RATA MAGAPU. *These boys like watermelons.*	
NEO O RATA PITSE EO. *Neo likes that horse.*	KE RATA PITSE E. *I like this horse.*
MONNA YO O BATLA DIKGOMO TSELE. *This man is looking for those cows.*	

The concords for all of the demonstratives differ from the subject concords only in the class 1 singular, which changes from /O/ to /YO/, and the plural forms for classes 4, 5, and 6, which change from /DI/ to /TSE/.

---

* KE MANG YO O RATANG DIKGOMO (relative construction)

O. **Exercises:**

1. Fill in the concords in the following chart. Refer to previous units only when necessary.*

	Which?	*this/ these*	*that/ those*	*that/those over there*	subject concords
I.		YO			
	BAFE				
II.				OLE	
			EO		
III.					LE
		A			
IV.				SELE	
	DIFE				
V.					E
			TSEO		
VI.		LO			
				TSELE	

---

* Note that the base for *"that/those"* demonstrative specifiers is /-O/, and the base for *"that/those over there"* is /-LE/.

2. Underline the demonstrative specifying concords in the following sentences.

RE BATLA DIKGETSE TSELE.

MONNA YOLE O REKA SELEPE SE.

MOREKISI YOLE O BATLA BASIMANE BA.

A JOHN O BONE DITAU TSELE.

MOSADI YOLE GA O REKE MANGENA ALE.

POSSESSION

Unit Six

A. **Objectives:**

1. Showing that something possesses something else - i.e., *the dog of the man, the mouth of the lion.*

2. Personal possessives - i.e., *my friend, your name, his blanket, etc.*

B. **Explication:**

Possessive expressions denoting ownership are formed by placing a possessive concord between the thing being possessed, and the owner or possessor.

MOSADI WA MOTSUMI	*the wife of the hunter*
MOLOMO WA TAU	*the mouth of the lion*
SEDIBA SA KGOSI	*the well of the chief*
BANA BA KGOSI	*the children of the chief*

The possessive concord is linked with the thing possessed by noun class correspondence with an appropriate concord form. Observe in the following esamples:

MOSADI WA MOTSUMI	*the wife of the hunter*	(1)
MOLELO WA MOTSUMI	*the fire of the hunter*	(2)
LETLALO LA MOTSUMI	*the hide of the hunter*	(3)
SELEPE SA MOTSUMI	*the axe of the hunter*	(4)
KGETSE YA MOTSUMI	*the sack of the hunter*	(5)
LOGARE LWA MOTSUMI	*the razor of the hunter*	(6)
BOGALE BA MOTSUMI	*the anger of the hunter*	(7)

As you can see, the possessive concord has changed to correspond with the noun class of the thing possessed (indicated by the number in parentheses above).

Nothing changes if the thing possessed remains constant and the possessor changes to a different noun class.

SELEPE SA MOTSUMI	*the axe of the hunter*
SELEPE SA KGOSI	*the axe of the chief*
SELEPE SA SETSHWAKGA	*the axe of the lazy man*

C. Exercises:

Use the list of possessive concords below to complete the exercises in this section.

Noun Class	Noun Prefix	Possessive Concords
1	MO-	WA
	BA-	BA
2	MO-	WA
	ME-	YA
3	LE-	LA
	MA-	A
4	SE-	SA
	DI-	TSA
5	(N)-	YA
	DI-	TSA
6	LO	LWA
	DI-	TSA
7	BO-	BA
	MA-	A

Note: Most possessive concords are formed with /-A/ as a base using the first letter of the noun prefix for the initial letter. The WA from the prefix MO, and the YA from the prefix ME reflect the fact that the /M/ is always dropped in the concords and the phonological result is that OA becomes WA, and EA becomes YA. The TSA is another phonological variant of DIA.

The seven exercises that follow practice possessive concords, one noun class at a time, and follow the charts to cue the vocabulary items. There are some new vocabulary items in these exercises which are listed below.

BOGOBE	*porridge*	(noun class 7)
BOSIGO	*night*	(" 7)
KOKO	*chicken*	(" 5)
LORI	*truck*	(" 6)
MABELE	*sorghum*	(" 3)
MASIMO	*fields*	(" 3)
MATONA	*big (mushroom)*	(" 3)
METSI	*water*	(" 3)
MOLEMO	*medicine*	(" 2)
MORULA	*type of fruit*	(" 2)
NAGA	*bush, forest*	(" 5)
NGWEDI	*moon*	(" 5)
NOKA E TONA	*big river*	(" 5)
NTLO	*rondavel, house*	(" 5)
PULA	*rain*	(" 5)
SEKAKA	*desert*	(" 4)
SEKGOA	*foreign*	(" 4)
TOROPO	*town*	(" 5)

Note that some of the items on the charts are not included in the exercises because they are not commonly used in the possessive construction. Watch for singular and plural forms of the first word given to determine which form of the concord is correct.

1. Chart I. Possessive Concords WA/BA. Insert the concord into the sentence as in the example.

KE (MOOKI)(BASIMANE) KE MOOKI WA BASIMANE.
It is the nurse of the boys.

KE (MOAGI)(MATLO)
KE (MORUTI)(MOSETSANA)
KE (BATSUMI)(DITAU)
KE (BADISA)(DIKGOMO)
KE (MOREMI)(DIKGONG)
KE (MOKGWETSI)(LORI)
KE (BALEMI)(MASIMO)
KE (MOREKISI)(MAGAPU)

2. Chart II. Possessive concords WA/YA. Insert the concord into the sentence as in the example.

KE (MOTSE)(KGOSI) KE MOTSE WA KGOSI.
It is the village of the chief.

KE (MOLOMO)(TAU)
KE (MENWANA)(MONNA)
KE (MOGOMA)(MOLEMI)
KE (MESESE)(MOSADI)
KE (MEGALA)(MOAGI)
KE (MENANG)(MOGOBE)
KE (MOLELO)(BANNA)
KE (MOLAPO)(NOKA E TONA)
KE (MOGOBE)(BASIMANE)
KE (MORITI)(SETLHARE)
KE (MOTLHABA)(SEKAKA)

3. Chart III. Possessive concords LA/A. Insert the concord into the sentence as in the example.

KE (MANGENA)(MOSADI) KE MANGENA A MOSADI.
It is the woman's earring.

KE (LEE)(KOKO)
KE (LETLALO)(TAU)
KE (MENO)(PITSE)
KE (MAEBA)(NAGA)
KE (LEPHUTSHE)(SEKGOA)
KE (LEGAPU)(SETSWANA)
KE (MABOA)(MATONA)

KE (MARU) (PULA)
KE (LEFIFI) (BOSIGO)
KE (LESEDI) (NGWEDI)

4. Chart IV. Possessive concords SA/TSA. Insert the concord into the sentence as in the example.

KE (SELO) (METSI) KE SELO SA METSI
It's a thing of water

KE (SEDIBA) (MOTSE)
KE (DITLHARE) (MORULA)
KE (DIBOKOLODI) (SEKAKA)
KE (DITLHAKWA) (MOAGI)
KE (SEGOKGO) (LOGAGA)
KE (SELEPE) (MOAGI)
KE (DITLHAKO) (MOSETSANA)
KE (SEME) (MOKGWETSI)
KE (SEFOFU) (MOTSE)
KE (SETLHOTSA) (MOTSE)

5. Chart V. Possessive concords YA/TSA. Insert the concord into the sentence as in the example.

KE (PUDI) (MONNA) KE PUDI YA MONNA
It's the man's goat

KE (DIPITSE) (MODISE)
KE (DIKGOMO) (BATSUMI)
KE (NOGA) (METSI)
KE (DITSEBE) (PUDI)
KE (TAU) (SEKAKA)
KE (KOBO) (MOSETSANA)
KE (DIPITSA) (BOGOBE)
KE (KGETSE) (MABELE)
KE (DITSALA) (MOAGI)
KE (NGAKA) (KGOSI)
KE (KGOSI) (MOTSE)

6. Chart VI. Possessive concords LA/TSA. Insert the concord into the sentence as in the example.

KE (LOBOTA) (NTLO)	KE LOBOTA LA NTLO *It's the walls of the house*

KE (DIKGONG) (MOLELO)
KE (DINAKA) (KGOMO)
KE (LOGADIMA) (PULA)
KE (LOGAGA) (DINOGA)
KE (DITLHAKWA) (MOAGI)
KE (LOBONE) (MOREKISI)
KE (LOBATI) (NTLO)
KE (LOROLE) (SEKAKA)
KE (DIKGARE) (BAOKI)
KE (DIKWALO) (BARUTI)
KE (LOSELO) (MOSADI)

7. Translate the following sentences into Setswana. Chart VII will provide the meanings of the class 7 abstract nouns. The possessive concords for this class are BA/A, although the plural form is seldom used and not in this exercise.

I know the laziness of the man.

KE ITSE BOTSHWAKGA BA MONNA.

I like the tameness of the cow.

I don't like the unpleasantness of the herdsman.

I know the sweetness of the watermelon.

*We feel (*UTLWA*) the warmth of the fire.*

They see the loneliness of the town.

Neo touches the sharpness of the knife.

Do you feel (UTLWA *) the sleepiness of the town?*

Dineo doesn't like the bitterness of the medicine.

I don't understand (TLHALOGANYE *) the evil of the vendor.*

We see the beauty of the girl.

Dineo sees the blackness of the pot.

8. Make a sentence including a possessive construction using the two words given. Note the noun class prefix and use the chart at the beginning of these exercises to determine the correct possessive concord.

(SELEPE) (MOREMI)	BA BATLA SELEPE SA MOREMI.
(MORITI) (DITLHARE)	
(BARUTI) (BASETSANA)	
(MAE) (LEEBA)	
(TSALA) (NGAKA)	
(DIPONE) (MOREKISI)	
(BOROKO) (MOSIMANE)	
(LETLALO) (MOTSUMI)	
(MOAGI) (NTLO)	
(MEGALA) (BAAGI)	
(DITLHAKO) (MOOKI)	
(BONTLE) (MOSADI)	

(LOGARE) (MONNA) ____________________
(DITSEBE) (DIKGOMO) ____________________
(BOTSHWAKGA) (BANNA) ____________________
(SEDIBA) (MOTSE) ____________________

D. Explication:

When a person's name is used in a possessive expression, GA is usually inserted before the name, and following the possessive concord.

KE SELEPE SA GA NEO.
It is Neo's axe.

RE BONA DIKGOMO TSA GA DIKELEDI.
We see Dikeledi's cows.

BA BATLA DILO TSELE TSA GA JOHN.
They want those things of John's.

Although the GA is sometimes dropped, it should be employed with people's names, and other words in noun class 1A. (see Chart IA)

9. Using the names of the people in the class, make a possessive construction as in the example.

(MORUTI) NEO KE MORUTI WA GA JOHN
(MENWANA) ____________________
(LENGENA) ____________________
(SETLHAKO) ____________________
(DITSALA) ____________________
(LOKWALO) ____________________
(BOROKO) ____________________
(DIPONE) ____________________
(BAOKI) ____________________
(DIKOBO) ____________________
(DILO) ____________________
(MENO) ____________________
(MOSESE) ____________________
(BONTLE) ____________________

E. Explication:

The forms for the possessive pronouns are:

ME	*my*	RONA	*our*
GAGO	*your*	LONA	*your (plural)*
GAGWE	*his/her*	BONE	*their*

These possessive pronouns follow the possessive concord as in the examples below.

SELEPE SA ME	*my axe*
SELO SA GAGO	*your thing*
LEINA LA GAGWE	*his/her name*
DIPONE TSA RONA	*our lamps*
DIPITSA TSA LONA	*your (pl.) pots*
BASIMANE BA BONE	*their boys*

Note that the possessive concord is controlled by the noun and is not affected by the possessive pronoun that is used. Thus, any of the possessive pronouns could follow the noun and its possessive concord.

SELEPE	SA	ME	*my axe*
"	"	GAGO	*your axe*
"	"	GAGWE	*his/her axe*
"	"	RONA	*our axe*
"	"	LONA	*your (pl.) axe*
"	"	BONE	*their axe*

F. Exercises:

1. Put the possessive pronoun into the sentence as in the example. Remember that the possessive concord must agree with the noun.

KE BONA MORUTI (GAGWE)	KE BONA MORUTI WA GAGWE
RE RATA MOTSE (BONE)	____________
BA SELA MAGAPU (RONA)	____________
LO BATLA DIME (LONA)	____________
KE BONA DIKGOMO (GAGO)	____________
O SELA LOBONE (ME)	____________
BA BONA BONTLE (GAGWE)	____________
RE ITSE LOKWALO (GAGO)	____________

GA KE RATE BOBE (LONA) ____________________
GA BA BONE DIKGOMO (BONE) ____________________
BA ITSE SEDIBA (RONA) ____________________
A O BATLA MANGENA? (ME) ____________________
KE SELA MOLOMO (GAGWE) ____________________
RE BONA BAKGWETSI (LONA) ____________________

G. Explication:

Look at the following examples of the possession question *"whose?"* Noun classes 1 - 6 singular and plural.

KE MOSIMANE WA GA MANG?	*Whose boy is it?*
KE BASIMANE BA BO MANG?	*Whose boys are they?*
KE MOTSE WA GA MANG?	*Whose village is it?*
KE METSE YA BO MANG?	*Whose villages are they?*
KE LENGENA LA GA MANG?	*Whose earring is it?*
KE MANGENA A GA/BO* MANG?	*Whose earrings are they?*
KE SETLHAKO SA GA MANG?	*Whose shoe is it?*
KE DITLHAKO TSA GA/BO* MANG?	*Whose shoes are they?*
KE KGOMO YA GA MANG?	*Whose cow is it?*
KE DIKGOMO TSA GA/BO* MANG?	*Whose cows are they?*
KE LOKWALO LWA GA MANG?	*Whose book is it?*
KE DIKWALO TSA GA/BO* MANG?	*Whose books are they?*

Notice that the possessive concords correspond to the class of the noun as in a statement, and are followed by GA MANG? for the singular question and BO MANG? for the plural question.

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* Note: The GA is used when it is assumed that the "owner" is a single person, such as for a pair of shoes. BO indicates that there are several owners involved, such as for several pairs of shoes, head of cattle, books, etc.

H. Exercises:

1. Make a question using the possessive construction GA MANG? or BO MANG? with the word given in parentheses.

(MOSIMANE)	KE MOSIMANE WA GA MANG?
(BARUTI)	
(MOKGWETSI)	
(MOSESE)	
(MEGALA)	
(LEGAPU)	
(MATLALO)	
(SELEPE)	
(DIME)	
(DIPITSA)	
(KGETSE)	
(LOBATI)	
(DISELO)	
(MAE)	
(SELO)	
(DIPITSE)	

2. Answer the questions using the word given in parentheses.

KE MOOKI WA GA MANG?	(GAGWE)	KE MOOKI WA GAGWE.
KE MENWANA YA BO MANG?	(BASIMANE)	
KE BARUTI BA BO MANG?	(LONA)	
KE DILEPE TSA BO MANG?	(BANNA)	
KE MOGALA WA BO MANG?	(RONA)	
KE MORITI WA GA MANG?	(ME)	
KE LEE LA GA MANG?	(SUSAN)	
KE MENO A GA MANG?	(GAGWE)	
KE DIDIBA TSA GA MANG?	(MORUTI)	
KE SELEPE SA GA MANG?	(MOAGI)	

KE DITSEBE TSA BO MANG? (BASETSANA) ____________

KE KOBO YA GA MANG? (BILL) ____________

KE LOSELO LWA GA MANG? (DINEO) ____________

KE DIKGARE TSA BO MANG? (BAREKISI) ____________

KE DIPUDI TSA GA MANG? (NEO) ____________

KE LEPHUTSHE LA GA MANG? (GAGO) ____________

(Note that the BO MANG? is only used when the plural response is possible and expected. The MANG form is also only used when asking about people.)

I. Explication:

Observe the word order in the following questions.

MOSIMANE YOLE KE WA GA MANG?
Whose boy is that over there?

KGOMO ELE KE YA GA MANG?
Whose cow is that over there?

DIKGOMO TSELE KE TSA BO MANG?
Whose cows are those over there?

DIKGOMO TSE KE TSA BO MANG?
Whose cows are these (here)?

These examples demonstrate the construction of the possessive question when referring to something specific - i.e., *"this, that, these, those, those over there, etc."* These questions utilize the non-verbal, or copulative, construction with KE that translates as *"is/are"* in English.

The construction of the question with the verb in the sentence is shown in the examples below.

O BONA MOSIMANE WA GA MANG?
Whose boy do you see?

O BONA KGOMO YA GA MANG?
Whose cow do you see?

O BONA DIKGOMO TSA BO MANG?
Whose cows do you see?

J. **Exercises:**

1. Make the following statements into questions of possession with GA MANG? or BO MANG?

KE MORUTI YOLE.	MORUTI YOLE KE WA GA MANG?
KE BONA MOKGWETSI.	O BONA MOKGWETSI WA GA MANG?
KE BONA BAKGWETSI.	?
KE BASIMANE BALE.	?
KE MOSESE O.	?
KE BONA BONANG.	?
KE BATLA MANGENA.	?
KE LEGAPU LEO.	?
KE DITLHAKO TSELE.	?
KE BONA SELO.	?
KE BATLA DIKGOMO.	?
KE KOBO ELE.	?
KE RATA LOBONE.	?
KE DILO TSELE.	?

2. Make a possession question using GA MANG? or BO MANG? using the word(s) in parentheses.

(SEME)	SEME SE KE SA GA MANG?
(MATLALO)	?
(PITSE)	?
(DIKWALO)	?
(KGETSE)	?
(MAPHUTSHE)	?
(SELEPE)	?
(BASETSANA)	?
(MOTSE)	?
(MEGOMA)	?
(SEDIBA)	?
(TSEBE)	?
(DITLHARE)	?
(MOGALA)	?
(BAKGWETSI)	?
(MOOKI)	?
(DIGARE)	?
(PUDI)	?

3. Answer the questions in the exercise as in the example.

SEME SE KE SA GA MANG?	SEME SE KE SA ME.
O BONA DIPITSA TSA GA MANG?	
LOGARE LOLE KE LWA GA MANG?	
MAE ALE KE A GA MANG?	
MOLOMO O KE WA GA MANG?	
O BONA MOSIMANE WA GA MANG?	
LO RATA BARUTI BA BO MANG?	
O BONA MOLEMO WA GA MANG?	
MEGALA ELE KE YA BO MANG?	
LEINO LE KE LA GA MANG?	
SELO SEO KE SA GA MANG?	
O BATLA DIKOBO TSA GA MANG?	
DIPATI TSELE KE TSA BO MANG?	
BARUTI BALE KE BA BO MANG?	
O BONA MENWANA YA GA MANG?	
METSE ELE KE YA BO MANG?	
LO BATLA DIKGONG TSA BO MANG?	
KGOMO ELE KE YA GA MANG?	

K. Summary:

At this point the following generalizations can be made about expressions of possession in Setswana.

1. A possessive concord determined by the noun class of the thing possessed is placed between that thing and the possessor.

SELEPE	SA	MONNA.
(thing possessed)	(possessive concord)	(possessor)
the axe	*of*	*the man*

2. The possessor in the expression can be another noun, as in the example above, or a personal possessive.

KE KOBO YA MONNA.	*It's the man's blanket.*
KE SELEPE SA ME.	*It's my axe.*
KE LENGENA LA GAGWE.	*It's her earring.*
KE DIKWALO TSA GA MODISE.	*They're Modise's books.*

3. The possessive construction can be used to denote that something or someone has a particular quality

such as those things found in noun class 7.

BOTSHWAKGA BA MONNA	*the laziness of the man*
BOKGWABO BA KGOMO	*the tameness of the cow*
BOSULA BA MOKGWETSI	*the unpleasantness of the driver*

4. The interrogative forms for the possessive are GA MANG? in the singular and BO MANG? if a plural response is expected.

KE KGOMO YA GA MANG?	*Whose cow is it?*
KE DIKGOMO TSA GA MANG?	*Whose cows are they?*

5. The formative GA is placed before the names of persons in the possessive construction.

KE KOBO YA GA SUSAN.	*It is Susan's blanket.*

6. The possessive question with a verb, and with specification words such as *"this," "that," "these," etc.* is formed as in the examples below.

O BONA SELEPE SA GA MANG?	*Whose axe do you see?*
SELEPE SELE KE SA GA MANG?	*Whose axe is that over there?*

Please note that the possessive pronoun form - i.e., ME/GAGO/GAGWE/RONA/LONA/BONE - refer only to people. Thus, to say *"I see his ears,"* referring to a person, in Setswana you would say:

KE BONA DITSEBE TSA GAGWE. (ref. MOTHO, class 1)

If, however, you were referring to a lion (noun class 5), it would be:

KE BONA DITSEBE TSA YONE. (ref. TAU, class 5)

Thus, the complete list of possessive forms would be:

		Singular	Plural
1st person		ME	RONA
2nd "		GAGO	LONA
3rd "	class 1	GAGWE	BONE
	" 2	ONE	YONE
	" 3	LONE	ONE
	" 4	SONE	TSONE
	" 5	YONE	TSONE
	" 6	LONE	TSONE
	" 7	JONE	ONE

Examples of use:

KE BONA DIPONE TSA ONE. (ref. MOTSE, noun class 2)
I see its lamps. (meaning the village's)
KE BONA MAE A LONE. (ref. LENONG, noun class 3)
I see its eggs. (meaning the vulture's)
KE BONA MORITI WA SONE. (ref. SETLHARE, noun class 4)
I see its shade. (meaning the tree's)
KE BONA DITSEBE TSA TSONE. (ref. DIKGOMO, noun class 5)
I see their ears. (meaning the cows')
KE BONA LESEDI LA LONE. (ref. LOBONE, noun class 6)
I see its light. (meaning the lamp's)
KE BONA BOTLHAKO BA JONE. (ref. BOGOBE, noun class 7)
I see (taste) its bitterness. (meaning the porridge's)

Note that the possessive concord is linked by noun class to the thing or quality possessed, while the possessive pronoun form is linked to the possessor by noun class.

KE	BONA	DIPONE	TSA	ONE	MOTSE
		(thing possessed)	(possessive concord)	(possessive pronoun)	(possessor)
		noun class 6		noun class 2	

L. **Summary Exercise:**

Translate the following exercises into Setswana.

Whose axe is this?

It is the man's axe.

Whose things do you see?

I see his (i.e., John's).

Whose skins are those over there?

They're our skins.

Which horse do you want?

I want their horse.

Whose book is that?

It's John's book.

Whose teacher do they want?

They want our teacher.

We didn't taste the bitterness of the porridge.

Do you feel the warmth of the fire?

Do you know the wife of the builder?

Yes, I know his wife.

Do you see the anger of the chief?

Yes, I see the chief's anger.

** Is that the lazy man's axe?*

** Yes, that axe is his.*

** Is this your goat?*

** No, this goat isn't mine.*

Note for Summary Exercise:

The last four sentences to be translated have not been specifically covered in this lesson, but should be possible combining knowledge from previous units with the possessive construction.

It would be useful to extend the "Summary Exercise" by making a list of possessive expressions to be translated by the class.

VERB TENSES: PAST & FUTURE

Unit Seven

A. Objectives:

1. Learning the forms to express past and future time with Setswana verbs
2. Initial exploration of verb tense usage in the past

B. Explication:

The sense of past time in Setswana is often expressed by the present perfect form which translates in English as *"have bought," "have worked," "have seen," etc.* The conjugation for the verb GO REKA, *to buy*, is as follows:

1st person		KE REKILE	RE REKILE
2nd "		O REKILE	LO REKILE
3rd "	nc. 1	O REKILE	BA REKILE
	2	O REKILE	E REKILE
	3	LE REKILE	A REKILE
		(etc.)	

The tense is formed by following the subject concord with the perfect form of the verb. The perfect ending on the verb, -ILE, is the most common; however, -TSE and other endings occur.

This tense is used, as in English, to indicate an action that took place in the past but which has some continued significance in the present. This is clearest with those expressions that are translated in English as *"have bought, worked, seen, etc."* There are also many instances in Setswana where the present perfect tense is employed and the meaning in English would be the simple past tense.

For example:

KE GOROGILE MONO MAABANE.
I arrived here yesterday.

The translation, *"I have arrived here yesterday,"* would not be correct for most English speakers. However, in Setswana, the use of the present perfect in this instance is correct. As a general rule it is safe to employ the present perfect to express an action in the past unless a more recent action has occurred which completes the action or terminates its significance.

C. Exercises:

1. Answer the question in the past using the perfect form of the verb given in parentheses. English translation of the verbs can be found in Explication D. Additional vocabulary may be supplied by student or instructor.

O DIRILE ENG MAABANE?	(ITHUTILE) KE ITHUTILE MAABANE
	(BEREKILE)
	(RUTILE)
	(BADILE)
	(APEILE)
	(JELE)
	(ROBITSE)
	(NOLE)
	(TSILE)
	(REKILE)
	(KWADILE)
	(BONE)
	(TSOGILE)

2. Change the following sentences from present to past. Use the list in Explication D for the perfect form.

NEO O ITHUTA SEKGOA.	NEO O ITHUTILE SEKGOA MAABANE
BA BEREKA.	
MODISE O RUTA SETSWANA.	
RE BALA SETSWANA.	
DINEO O APAYA BOGOBE.	
KE JA BOGOBE.	

LO ROBALA. ____________________
BA NWA METSI. ____________________
BA TLA MONO. ____________________
RE REKA DIKOBO. ____________________
NEO O A KWALA. ____________________
KE BONA DITAU. ____________________
LO TSOGA LENG. ____________________

3. Answer the questions using the time expressions in parentheses. This exercise introduces the vocabulary in Chart XI. LENG is the interrogative *"When?"*

O TSOGILE LENG?	KE TSOGILE	(MAPHAKELA)
O APEILE LENG?		(MOTSHEGARE)
O BEREKILE LENG?		(MAITSEBOA)
O ROBETSE LENG?		(BOSIGO)
O BONE NEO LENG?		(BOGOLOGOLO)
O JELE LENG?		(JAANONG)
O TSILE LENG?		(MALOBA)
O BADILE LOKWALO LENG?		(MAABANE)
O REKILE DITLHAKO LENG?		(GOMPIENO)
O GOROGILE MONG LENG?		(PELE) *
O ITHUTILE LENG?		(MORAGO) *

(* Note: PELE means *first* and MORAGO means *afterwards*, unless followed by another word or phrase.)

D. Explication:

The following list gives the present perfect form of a number of commonly used verbs.

Verb	Perfect Form	Meaning
GO APAYA	APEILE	*to cook*
GO BALA	BADILE	*to read*
GO BATLA	BATLILE	*to want, look for*
GO BEREKA	BEREKILE	*to work*
GO BONA	BONE	*to see*
GO BUA	BUILE	*to speak, talk*
GO DIRA	DIRILE	*to do*
GO FITLHELA	FITLHETSE	*to find*
GO GOROGA	GOROGILE	*to arrive*
GO ITHUTA	ITHUTILE	*to study, learn*

Verb	Perfect Form	Meaning
GO ITSE	ITSITSE	*to know*
GO JA	JELE	*to eat*
GO KGOMA	KGOMILE	*to touch*
GO KWALA	KWADILE	*to write*
GO NNA	NNTSE	*to stay*
GO NWA	NOLE	*to drink*
GO RATA	RATILE	*to like*
GO REKA	REKILE	*to buy*
GO ROBALA	ROBETSE	*to sleep*
GO RUTA	RUTILE	*to teach*
GO SELA	SETSE	*to pick up**
GO TLA	TSILE	*to come*
GO TLHALOGANYA	TLHALOGANTSE	*to understand*
GO TSAMAYA	TSAMAILE	*to walk, go*
GO TSAYA	TSERE	*to take*
GO TSISA	TSISITSE	*to carry, bring to*
GO TSOGA	TSOGILE	*to awaken*
GO UTLWA	UTLWILE	*to hear, taste, understand*
GO YA	ILE	*to go*

From this point onward the above verbs will be introduced into the exercises as appropriate. It would be useful for the student to memorize these verbs and their perfect forms to facilitate study of the lessons.

E. Exercises:

1. Use the word from Chart XI in parentheses to make a sentence in the past with the perfect form of the verb.

(MAPHAKELA) DINEO O APEILE BOGOBE MAPHAKELA.
(MOTSHEGARE) ______________________
(MAITSEBOA) ______________________
(BOSIGO) ______________________
(BOGOLOGOLO) ______________________
(JAANONG) ______________________

---

* Note: SELA only means *"to pick up"* light things. TSHOLETSA (TSHOLEDITSE) is used to mean *"to lift"* heavy things.

(MALOBA) ____________________
(MAABANE) ____________________
(GOMPIENO) ____________________
(KAMOSO) ____________________
(PELE) ____________________
(MORAGO) ____________________

2. Change the sentence to a question using the perfect form of the past. The second student answers the question as in the example. Use Chart XI.

KE BALA MAPHAKELA. O BADILE LENG?
KE BADILE MAITSEBOA.

KE APAYA MOTSHEGARE. ____________________ ?
____

KE BEREKA MAITSEBOA. ____________________ ?
____

KE ROBALA BOSIGO. ____________________ ?
____

KE ITHUTA SETSWANA. ____________________ ?
____

KE KWALA GOMPIENO. ____________________ ?
____

KE NWA LEGAPU. ____________________ ?
____

KE TSHOLETSA DIPITSA. ____________________ ?
____

KE KGOMA SEBOKOLODI. ____________________ ?
____

KE GOROGA GOMPIENO. ____________________ ?
____

KE REKA DIPUDI. ____________________ ?
____

KE TSILE MALOBA. ____________________ ?
____

KE TSAMAYA MAITSEBOA. ____________________ ?
____

KE TSOGA MAPHAKELA. ____________________ ?
____

KE RUTA BOSIGO. ____________________ ?
____

F. Explication:

Study the negative forms of the perfect tense of the verb given below.

1st person			GA KE A REKA	GA RE A REKA
2nd "			GA O A REKA	GA LO A REKA
3rd "	n.c.	1	GA A A REKA	GA BA A REKA
		2	GA O A REKA	GA E A REKA
		3	GA LE A REKA (etc.)	GA A A REKA

The negative is formed by preceding the subject concord with the negative marker GA, and inserting /A/ between the concord and the verb stem. The stem of the verb drops the perfect ending (-ILE) in the negative. Notice that the subject concord for the third person singular changes from /O/ to /A/, as is characteristic in the negative constructions.

G. Exercises:

1. Change the statement from affirmative to negative as in the example.

KE BEREKILE MAABANE.	GA KE A BEREKA MAABANE.
KE ITHUTILE GOMPIENO.	
KE APEILE MAITSEBOA.	
KE SETSE NOGA.	
BA REKILE DIKOBO.	
KE TSAMAILE MOTSHEGARE.	
NEO O GOROGILE MAABANE.	
RE JELE THATA* GOMPIENO.	
LO ROBETSE GOLEGONNYE.*	
MARY O SETSE LOSELO.	
O TSERE SELEPE SELE.	

Vocabulary:

THATA	*a lot, very much*
GOLEGONNYE	*a little, little*
SEKGOA	*English*
BUILE LE	*spoke with (have spoken with)*

BA BATLILE MANYENA A ME. ____________________
RE RATILE DIPITSE. ____________________
JOHN O FITLHETSE NGAKA. ____________________
LO ITHUTILE SEKGOA.* ____________________
KE BUILE LE* MONNA YOLE. ____________________

2. Answer the question with a negative statement using the perfect form to express the past. Use the object concords as in the example.

A O UTWILE BASIMANE BALE? NNYAA, GA KE A BA UTLWA.
A O NOLE LEGAPU? ____________________
A O BONE SEGOKGO SELE? ____________________
A O REKILE DIKGOMO TSELE? ____________________
A O TSERE DIKWALO TSA ME? ____________________
A O BUILE LE MORUTI WA GAGO? ____________________
A O APEILE BOGOBE* GOMPIENO? ____________________
A O FITLHETSE SEDIBA? ____________________
A LO KGOMILE DIBOKO TSELE? ____________________
A BA BADILE DIKWALO TSE? ____________________
A NEO O SETSE KGETSE YA GAGWE? ____________________
A SUSAN O TSISITSE SELO SEO? ____________________
A LO UTWILE BAKGWEETSI BALE? ____________________
A SE* TSOGILE SETSHWAKGA SELE? ____________________
A O JELE BOGOBE MAABANE? ____________________
A MODISE O BATLILE SEME SA GAGWE? ____________________

---

* **BOGOBE** *porridge (n.c. 1; a plural - takes all n.c. 1 concords)*

* Note: The subject concord SE is required, since SETSHWAKGA falls under noun class 5.

H. Explication:

The regular past tense of the verb in Setswana is a compound form (i.e., it is formed by combining several elements).

Affirmative:

1st person		KE	NE	KA	BONA	RE	NE	RA	BONA
2nd "		O	NE	WA	BONA	LO	NE	LWA	BONA
3rd "	1	O	NE	A	BONA	BA	NE	BA	BONA
	2	O	NE	WA	BONA	E	NE	YA	BONA
	3	LE	NE	LA	BONA	A	NE	A	BONA
	4	SE	NE	SA	BONA	DI	NE	TSA	BONA
	5	E	NE	YA	BONA	DI	NE	TSA	BONA
		(etc.)							

Negative:

1st person		GA KE A KA KA BONA	GA RE A KA RA BONA
2nd "		GA O A KA WA BONA	GA LO A KA LWA BONA
3rd "	1	GA A A KA A BONA	GA BA A KA BA BONA
	2	GA O A KA WA BONA	GA E A KA YA BONA
	3	GA LE A KA LA BONA	GA A A KA A BONA
	4	GA SE A KA SA BONA	GA DI A KA TSA BONA
	5	GA E A KA YA BONA	GA DI A KA TSA BONA
		(etc.)	

There are two generalizations that can be made about the use of the present perfect and the regular past form of the verb.

1. In many instances the two forms can be used interchangeably. For example:

   KE REKILE SELEPE SE MAABANE.
   I bought this axe yesterday.

   KE NE KA REKA SELEPE SE MAABANE.
   I bought this axe yesterday.

   In certain circumstances different nuances of meaning might be derived from the verb tense variation, but the two sentences mean essentially the same thing.

2. The essential difference between the tenses is demonstrated by whether or not the "state" resulting from the verb action or event continues to exist. For example:

JOHN O ROBETSE MAITSEBOA.
John (has) slept in the afternoon.

JOHN O NE A ROBALA MAITSEBOA.
John slept in the afternoon.

In the first example, one would probably assume that John was still asleep. In the second sentence, the use of the regular past tense clarifies that John slept, but is now awake.

In another example, imagine that the speaker is in Gaborone.

NEO O ILE PALAPYE.
Neo went to Palapye. (Neo has gone to Palapye.)

In this case we would assume that Neo was in Palapye, or at least had not returned to Gaborone. However:

NEO O NE A YA PALAPYE.
Neo went to Palapye.

This indicates that Neo is no longer in Palapye. In both examples where the regular past tense has been employed the "state" resulting from the action of the verb has ceased to exist - i.e., John slept, but is not sleeping now; Neo went to Palapye, but is not there now.

I. Exercises:

1. Answer the question with the verb in parentheses using the regular past form.

O NE WA DIRA ENG MAABANE? KE NE KA GOROGA MAABANE.
(GOROGA)

(APAYA) ____________

(TLA) ____________

(BUA LE) ____________

(FITLHELA) ____________

(JA) ____________

(KGOMA) ____________

____
(BONA)

____
(UTLWA)

____
(YA)

____
(RUTA)

____
(BEREKA)

____
(SELA)

____
(TSOGA)

2. Change the sentence to the past tense as in the example.

NEO O BONA TSALA YA ME. NEO O NE A BONA TSALA YA ME.
RE APAYA BOGOBE. ______________________________
BA TSISA DIPITSE TSELE. ______________________________
LO BATLA MONNA YOLE. ______________________________
KE YA SEROWE. ______________________________
RE JA BOGOBE MAPHAKELA. ______________________________
BA BEREKA MAITSEBOA. ______________________________
DINEO O UTLWA BASIMANE. ______________________________
MORUTI O KWALA BOSIGO. ______________________________
JOHN O BALA LOKWALO LO. ______________________________
A O REKA SELEPE? ______________________________
A O UTLWA DITAU TSELE? ______________________________
A NEO O YA SEROWE? ______________________________
A LO BATLA DIPUDI? ______________________________
A BA BONA DIKGOMO TSA BONA? ______________________________
A TOM O TSAYA KOBO YA GAGWE? ______________________________
A LO TLHALOGANYA MOSADI YOLE? ______________________________

3. Substitute the noun, concord or verb in parentheses into the negative structure.

GA KE A KA KA REKA SELEPE.

(BA) GA BA A KA BA REKA SELEPE.
(NEO)
(RE)
(LO)
(O)
(SUSAN)
(BONA)
(BA)
(LO)
(BATLA)
(MODISE)
(RE)
(KE)
(O)
(MONNA YOLE)
(TSAYA)

4. Make a question and a negative answer using the regular past tense with each of the verbs given below.

(BEREKA) A O NE WA BEREKA MAABANE?
NNYAA. GA KE A KA BEREKA MAABANE.

(ROBALA) ?

(APAYA) ?

(REKA) ?

(SELA) ?

(YA) ?

(JA) ?

(BUA LE) ?

(FITLHELA) ?

(TLA) ?

(ITHUTA) ______________________________?

(BALA) ______________________________?

(GOROGA) ______________________________?

(TSOGA) ______________________________?

(KGOMA) ______________________________?

(TSISA) ______________________________?

J. Explication:

The future tense in Setswana is formed as follows:

1st person		KE TLA REKA	RE TLA REKA
2nd "		O TLA REKA	LO TLA REKA
3rd "	1	O TLA REKA	BA TLA REKA
	2	O TLA REKA	E TLA REKA
	3	LE TLA REKA	A TLA REKA
		(etc.)	

The future marker TLA is inserted between the subject concord and the verb stem to give the future meaning to the verb.

The negative in the future is a compound construction.

1st person		GA NKETLA KE REKA	GA RE KETLA RE REKA
2nd "		GA O KETLA O REKA	GA LO KETLA LO REKA
3rd "	1	GA A KETLA A REKA	GA BA KETLA BA REKA
	2	GA O KETLA O REKA	GA E KETLA E REKA
	3	GA LE KETLA LE REKA	GA A KETLA A REKA
		(etc.)	

The negative is introduced by the negative marker GA followed by a composite of the subject concord + KE + TLA, and then the subject concord again, and finally the verb stem. (Note that the subject concord for 1st person, singular, is /N/ which occurs as a variation in this position in a number of cases.) The 3rd person concord is /A/ which is typical in the negative.

K. Exercises:

1. Answer the question using the verb given in parentheses as in the example.

O TLA DIRA ENG KAMOSO? KE TLA BEREKA KAMOSO.

(BEREKA)

(ROBALA)

(ITHUTA)

(BUA LE)

(GOROGA)

(BALA)

(APAYA)

(JA)

(RUTA)

(TSOGA)

(REKA)

(BONA)

(BATLA)

(KWALA)

(NWA)

(FITLHELA)

2. Change the statement to a question in the future tense as in the example.

KE BONA MODISE. A O TLA BONA MODISE KAMOSO?

KE REKA MABELE.*

---

* MABELE *sorghum*

KE BUA LE CLARENCE.
KE ROBALA MAPHAKELA.
KE TSOGA MOTSHEGARE.
KE ITHUTA SETSWANA.
KE APAYA BOGOBE.
KE NWA BOJALWA.*
KE BATLA LEGAPU.
KE FITLHETSE SEGOKGO.
KE TLHALOGANYA MORUTI.
KE UTLWA DITAU.
KE KWALA MAITSEBOA.
KE YA MOCHUDI GOMPIENO.

3. Answer the questions using the negative construction of the future tense as in the example. Use object concords where possible.

A O TLA REKA SELEPE SE?
NNYAA. GA NKITLA KE SE REKA.
A O TLA BONA MOAGI YOLE KAMOSO?
A O TLA SELA NOGA ELE?
A O TLA TSISA DIPONE TSELE KAMOSO?
A O TLA BATLA MOSESE O KAMOSO?
A O TLA FITLHELA DILO TSA GAGO GOMPIENO?
A BA TLA ITHUTA SETSWANA GOMPIENO MAITSEBOA?
A MODISE O TLA RATA DITLHAKO TSE?
A TOM O TLA TSISA MOGALA WA GAGWE?
A LO TLA YA KANYE KAMOSO MAPHAKELA?
A BA TLA KGOMA DINOGA?
A MERCY O TLA JA BOGOBE BO* MOTSHEGARE?

---

* BOJALWA *beer, intoxicating beverage*
* BO *this (specifying concord, n.c. 7, singular)*

A BARUTI BA RONA BA TLA GOROGA KAMOSO?

A MOOKI YOLE O TLA BEREKA MONO* BEKE E E TLANG?*

4. Make a question in the future tense using the verb in parentheses. Answer the question in the negative or affirmative, as appropriate.

(ROBALA) A O TLA ROBALA KAMOSO MAPHAKELA?
NNYAA. GA NKETLA KE ROBALA MAPHAKELA.

(REKA)

(BUA LE)

(JA)

(FITLHELA)

(GOROGA)

(ITHUTA)

(YA)

(UTLWA)

(BEREKA)

(TLA)

(TSISA)

(BONA)

(TLHALOGANYA)

(KGOMA)

(SELA)

---

* MONO *here*
* BEKE E E TLANG *next week*

L. Summary:

The following generalizations can be made about past and future tenses in Setswana:

1. Present Perfect. This tense is used to express actions or events in the past, and is formed in the affirmative by using the perfect form of the verb. The perfect forms are often irregular, but -ILE and -TSE are the most likely endings on the verb stem. The negative is formed with the negative marker GA, followed by the subject concord + /A/ + the regular verb stem. For example:

GA	KE	A	REKA
(negative marker)	(subject concord)	(past negative marker)	(verb stem)

2. Regular Past. This tense expresses actions or events in the past. Often it can be used interchangeably with the present perfect, but it must be used where the "state" resulting from the action of the verb has ceased to exist. For example: (We are in Serowe.)

   BA TSILE MAABANE.
   They came (have come) yesterday.

   BA NE BA TLA MAABANE.
   They came yesterday.

   In the first sentence, using the present perfect, we can assume that *"they"* are still in Serowe. In the second case, employing the regular past, it is probable that *"they"* are no longer in Serowe, or we don't know where they are.

   The construction of the past tense is characterized by the NE (sometimes NA or NO) which follows the concord. The complete conjugation is found in Explication H, but principal elements are:

KE	NE	KA*	REKA
(subject concord)	(past markers)		(verb stem)

The KA* changes with each person and noun class.

The negative construction is:

GA	KE	A KA	KA*	REKA
(negative marker)	(subject concord)	(past neg marker)	(past marker)	(verb stem)

The KA* changes as with the affirmative conjugation.

3. Future. The future tense is used as in English. It is formed by adding the future marker TLA between the subject concord and the verb stem.

KE	TLA	REKA
(subject concord)	(future marker)	(verb stem)

The negative is formed with the negative marker GA, followed by a negative future marker formed with the concord + KETLA the subject concord, and finally the verb stem.

GA	NKETLA	KE	REKA
(neg. marker)	(negative future marker)	(subject concord)	(verb stem)

M. Summary Exercises:

1. Translate the following sentences into Setswana:

When did he buy this axe?

____

He bought it yesterday.

____

When did they talk with John?

____

They talked with him yesterday.

____

Did Neo pick up my shoes?

No, he didn't pick them up.

Did John arrive in the morning?

No, he arrived in the afternoon.

What did the teacher find?

She found our books.

Did your driver see the water hole?

No, he didn't see it.

Did that teacher over there go to Serowe?

Yes, he went to Serowe.

When will you take these lamps?

I will take them tomorrow.

What will they do tomorrow morning?

They will study Setswana in the morning.

Will you bring your things tomorrow?

No, I won't bring them.

Will they understand their teacher?

No, they won't understand him.

2. For each of the tenses covered in this unit, write a question, a negative answer, and an affirmative answer in the spaces below.

Present Perfect

(question)

(negative)

(affirmative)

Regular Past

Future

____

____

____

LOCATION, TIME & MANNER

Unit Eight

A. Objectives:

1. Expand sentences to include "where," "when," and "how" something happened.

B. Explication:

The addition of -NG* to a word indicates that the action or event described by the verb in the sentence occurred in connection with that location. Thus,

RE YA TOROPONG.
We are going to town.

KE TSWA NOKENG.
I have come from the river.

The exact meaning depends upon the verb and the context of the idea being communicated. It could translate as *to, from, into, out of, in, on, by* or *at.*

---

* More precisely, the ending is -ING. The /I/ is commonly dropped with the vowel at the end of the word replacing it. As the chart below indicates, however, words ending in /-A/ are an exception.

I + ING = -ING
U + ING = -UNG
E + ING = -ENG
O + ING = -ONG
A + ING = -ENG

The interrogative word for asking about location or place is KAE? *Where?*

BA ILE KAE?
Where did they go?

C. Exercise:

1. Answer the question as in the example. This exercise introduces Chart X.

O NE WA YA KAE MAABANE?

(NOKENG)	KE NE KA YA NOKENG.
(LEBENKELENG)	____________
(MASIMONG)	____________
(MORAKENG)	____________
(SEDIBENG)	____________
(KEREKENG)	____________
(SEKOLONG)	____________
(TIRONG)	____________
(LAPENG)	____________
(SEPATELENG)	____________
(MOTSENG)	____________
(TOROPONG)	____________

D. Explication:

The locative word is usually preceded by one of the following to further specify location and proximity.

MO	*in, on, around, into, or out of*
FA	*at, to, or from something close by*
KWA	*at, to, or from something at a distance, out of sight*

Some examples of use:

KE TSWA KWA SEROWE MO BOTSWANA.
I am from Serowe in Botswana.

BA ILE FA LEBENKELENG LE.
They have gone to this store.

RE TSWA KWA NOKENG.
We came from the river.

BA KWA TIRONG.
They are at work. (some distance away)

BA FA TIRONG.
They are at work. (here where we are)

BA MO SEPATELENG SE.
They are in this hospital.

E. **Exercises:**

1. Combine the verb and the locative expression to make a sentence as in the example. Use Chart X.

(NOLE) (KWA NOKENG) DIKGOMO DI NOLE KWA NOKENG.
(REKILE) (MO LEBENKELENG) ____________
(GOROGILE) (FA MASIMONG) ____________
(ILE) (KWA MORAKENG) ____________
(TSWA) (KWA SEDIBENG) ____________
(BADILE) (MO KEREKENG) ____________
(ITHUTILE) (FA SEKOLONG) ____________
(BEREKILE) (KWA TIRONG) ____________
(JELE) (MO LAPENG) ____________
(NTSE) (KWA SEPATELENG) ____________
(BONE) (KWA MOTSENG) ____________
(BUILE LE) (MO TOROPONG) ____________

2. Answer the question using MO, FA, or KWA to show proximity to action of event. Follow Chart X.

DIKGOMO DI NE TSA NWA KAE?
DI NE TSA NWA FA NOKENG.

O NE WA REKA DITLHAKO KAE?
____

BA NE BA NNA KAE?
____

NEO O NE A YA KAE?
____

O NE WA YA KAE?
____

O NE WA BONA SUSAN KAE?
____

BA NE BA BUA LE MODISE KAE?
____

LO NE LWA FITLHELA LOKWALO KAE?

MOSADI O NE A APAYA KAE?

MOOKI O NE A BEREKA KAE?

BA NE BA ITHUTA KAE?

LO NE LWA ROBALA KAE?

3. Make a question and response using each of the words in Chart X. Use MO, FA, or KWA to specify logical proximity.

(NOKENG) MONNA OLE O ILE KAE?
MONNA OLE O ILE KWA NOKENG.

(LEBENKELENG) ?

(MASIMONG) ?

(MORAKENG) ?

(SEDIBENG) ?

(KEREKENG) ?

(SEKOLONG) ?

(TIRONG) ?

(LAPENG) ?

(SEPATELENG) ?

(MOTSENG) ?

(TOROPONG) ?

4. Note: Proper place names - e.g., GABORONE, SEROWE, MAFENYA TLALA, PRESIDENT HOTEL, etc. - do not take the ending -ING. They may be preceded by MO, FA, or KWA.

Substitute the word(s) given into the sentence.

MODISE O BEREKA KWA SEROWE.

(MOCHUDI) ______________________________
(NNA) ______________________________
(TORCPONG) ______________________________
(MO) ______________________________
(GOROGILE) ______________________________
(LOBATSE) ______________________________
(KWA) ______________________________
(ILE) ______________________________
(PALAPYE) ______________________________
(BA) ______________________________
(BUILE LE NEO) ______________________________
(NE BA BUA) ______________________________
(TIRONG) ______________________________
(BONE) ______________________________
(FA) ______________________________
(MOTSENG) ______________________________
(MO) ______________________________
(MAUN) ______________________________

F. Explication:

Noun class 9 contains words which indicate the location of an action or event. These words are similar to, but not equivalent to, what are called prepositions in English. Let us call these words "locatives" to avoid confusion. They help us to locate something in relation to something else.

LOKWALO LO MO GODIMO GA TAFOLE.
This book is on top of the table.

These words are idiosyncratic vis-a-vis English - i.e., they do not lend themselves to rules or regularities with clear reference to English usage or structure. Thus, some exploration is necessary to develop a sense of when certain words are used in correct context. For example:

NEO O REKILE KOBO E MONO.
Neo bought this blanket here. (meaning in this town or region)

NEO O REKILE KOBO E FA.
Neo bought this blanket here. (meaning in this store or specific place)

The FA in this case is the same used before the -ING locative expressions.

G. **Exercises:**

1. Repeat the examples following Chart IX. Note that FA, MO, and KWA often precede the locative, and that GA or LE follow the word when a reference is made to another object.

BA GOROGILE MONO.
They have arrived here. (in the village, etc.)

KE NNA TENG.
I stay there.

NEO O NNA FA PELE GA LEBENKELE.
Neo stays (lives) in front of the store.

KE NNA FA MORAGO GA SETLHARE.
I stay (live) behind the school.

DIKGOMO DI FA GARE GA TSELA.
The cows are in the middle of the road.

DIPUDI DI JA BOJANG FA THOKO GA SETLHARE.
The goats are eating grass beside the tree.

MODISE O ROBALA FA TLASE GA SETLHARE.
Modise is sleeping under the tree.

KE BEREKA FA GAUFI LE SEPATELA.
I work near to the hospital.

BA NNA KGAKALA LE TOROPO.
They stay a long ways from town.

RE BONA LENONG MO GODIMO GA SETLHARE.
We see the vulture on top of the tree.

BA SETSE DILO TSA BONE FA FATSHE.
They have picked up their things from the ground.

BASIMANE BA TSHAMEKA KWANTLE.*
The boys are playing outside.

2. Explore the use of the locative in exercise 1 by writing each word in a sentence. Chart IX.

(MONO) ______________________________
(TENG) ______________________________
(PELE) ______________________________
(MORAGO) ______________________________
(GARE) ______________________________
(THOKO) ______________________________
(TLASE) ______________________________
(GAUFI) ______________________________
(KGAKALA) ______________________________
(GODIMO) ______________________________
(FATSHE) ______________________________
(KWANTLE) ______________________________

3. Substitute the locative in parentheses into the sentence. Make other changes where necessary.

LOKWALO LO FA GODIMO GA TAFOLE.

(TLASE) ______________________________
(THOKO) ______________________________
(FATSHE) ______________________________
(MORAGO) ______________________________
(GARE) ______________________________
(PELE) ______________________________
(GAUFI) ______________________________
(KGAKALA) ______________________________
(TENG) ______________________________

---

* This is actually a compound of KWA + NTLE.

Note: MONO cannot be used in the context of the preceding exercise since the reference is to a specific place.

H. Explication:

In Unit Seven, the time expressions in Chart XI were introduced. At this point, we will extend the list of expressions to include a greater range of items.

(seasons)	DIKGAKOLOGO	*in the spring*
	SELEMO	*in the summer*
	LETLHAFULA	*in the late summer*
	GWETLA	*in the autumn*
	MARIGA	*in the winter*
(frequency)	KA GALE	*usually, generally*
	MO TLHAMONGWE	*sometimes, occasionally*
	NAKO LE NAKO	*anytime*
	KA SEWELO	*seldom*
	KA NAKO TSOTLHE	*all the time*
	LETSATSI LE LETSATSI	*every day*
(time of the day)	KA MAKUKU	*before daybreak*
	KA MAHUBE ANAKA TSAKGOMO	*at first light*
	KA MAHUBE ABASADI	*daybreak*
	MAPHAKELA	*in the morning*
	MOTSHEGARE	*midday, during daylight*
	KASETHOBOLOKO	*in the heat of the day*
	MAITSEBOA	*afternoon*
	KA MAITISO	*evening, after dark before bedtime*
	BOSIGO	*at night*

(time reference)	GOMPIENO	*today*
	KAMOSO	*tomorrow*
	MAABANE	*yesterday*
	ISAGO	*in the future*
	KGALE	*some time ago, long ago*
	BOGOLOGOLO	*long ago*
	MO BOSHENG	*recently, of late*
	KGANTELE	*a little while ago , later*
	MALOBA	*a few days ago, later ..*
(days of the week)	KA MANTAGA	*on, during Monday*
	KA LABOBEDI	" " *Tuesday*
	KA LABORARO	" " *Wednesday*
	KA LABONE	" " *Thursday*
	KA LABOTLHANO	" " *Friday*
	KA SATERETAGA	" " *Saturday*
	KA SONTAGA	" " *Sunday*
(months)	KA FIRIKGONG	*in January*
	KA TLHAKOLE	*in February*
	KA MOPITLWE	*in March*
	KA MORANANG	*in April*
	KA MOTSHEGANONG	*in May*
	KA SEETEBOSIGO	*in June*
	KA PHUKWI	*in July*
	KA PHATWE	*in August*
	KA LWETSI	*in September*
	KA PHALANE	*in October*
	KA NGWANATSELE	*in November*
	KA MORULE/ SEDIMONTHULE	*in December*
	KGWEDI	*month*
	KGWEDI E	*this month*
	KGWEDI E E FETILENG	*last month*
	KGWEDI E E TLANG	*next month*
(years)	NGWAGA	*year*
	NGWAGA E	*this year*
	NGWAGA E E FETILENG	*last year*
	NGWAGA E E TLANG	*next year*
(misc.)	KA NAKO	*at the time*
	KA NAKO	*at that time*

These time expressions are usually added to the end of the sentence as in the examples below.

KE NE KA YA MAUN BEKE E E FETILENG.
I went to Maun last week.

BA TLA REKA DIPUDI TSELE KA LABONE.
They will buy those goats on Thursday.

RE BONE MOSADI YO MONTLE KGANTELE.
We saw the beautiful woman a little while ago.

JOHN O ROBALA MAITSEBOA KA GALE.
John usually sleeps in the afternoon.

BATSWANA BA YA MASIMONG DIKGAKOLOGO.
The Batswana go to the lands in the spring.

Some expressions can come at the beginning of the sentence as well, such as:

KA GALE RE YA SEKOLONG MAPHAKELA.
We usually go to school in the morning.

Note that combinations of time expressions can occur -i.e., MAITSEBOA KA GALE from example #4 above, or MAABANE MAPHAKELA *yesterday morning*, KA LABONE MAPHAKELA *on Thursday morning*, etc. Take care with the sequence of expressions in these combinations. In general, larger time units seem to precede smaller ones, as in the examples above.

I. Exercises:

1. Use the time expression in parentheses in a sentence.

(SELEMO) TSALA YA RONA E GOROGILE SELEMO.
(LETLHAFULA) ______
(BEKE E E TLANG) ______
(KA NAKO TSOTLHE) ______
(KGALE) ______
(KA PHATWE) ______
(KGWEDI E) ______
(KA MANTAGA) ______
(KGANTELE) ______

(KA NAKO EO)
(MOTLHAMONGWE)
(KAMAHUBE ABASADI)
(ISAGO)
(NGWAGA E E FETILENG)
(KA LWETSI)
(KASETHOBOLOKO)

2. Answer the following questions using a time expression.

O GOROGILE LENG?
BA TLA YA TOROPONG LENG?
KA GALE BA JA LENG?
KA GALE O YA TIRONG LENG?
KA GALE LO ROBALA LENG?
O NE WA REKA DITLHAKO LENG?
NEO O BUILE LE MORUTI LENG?
RE BONE JOHN LENG?
O UTWILE DITAU LENG?
*LO ITHUTA SETSWANA LENG MOTSHEGARE?
*BA BEREKILE LENG MOTSHEGARE?
*O TSOGA LENG MOTSHEGARE?
MONNA YOLE O TLA BATLA SELEPE SA GAGWE LENG?
LO TSILE AMERIKA LENG?
BA NE BA FITLHELA KGOSI LENG?
*KA GALE O BALA LENG MOTSHEGARE?

---

* Note that the use of **MOTSHEGARE** in these sentences carries the meaning of *during the day*, not specifically *midday*.

J. Explication:

Another group of sentence expansions are concerned with *"how"* something is done or happens. These are called adverbs of manner and answer the question JANG? *How?* in Setswana.

THATA	*a lot, very much, hard*
GOLE GONNYE	*a little*
SENTLE	*well, beautiful*
MOTLHOFO	*easily*
KA BOTHATA	*with difficulty*
KA TIDIMALO	*quietly*
KA BONYA	*slowly*
KA BONAKO	*fast*
KA TLHOKOMELO	*carefully*
KA BOITUMELO	*happily*
JAANA	*like this (demonstrating)*
JALO	*like that (pointing)*
JAAKA...	*like... (like me, like a lion, etc.)*

Notice the sentence position in the following examples of the use of these expressions.

BA BEREKILE THATA GOMPIENO.
They have worked hard today.

MARY O NE A BUA SETSWANA GOLE GONNYE.
Mary spoke a little Setswana.

MOSADI YOLE O APAYA SENTLE THATA.
That woman cooks very well.

DINEO O TLHALOGANTSE LOKWALO LO MOTLHOFO.
Dineo understood this book easily.

BASIMANE BA ROBETSE KA BOTHATA.
The boys slept with difficulty.

BA ITHUTA KA TIDIMALO KA NAKO TSOTLHE.
They study quietly all of the time.

NEO O TSAMAYA KA BONYA.
Neo walks slowly.

BAAGI BA BEREKILE KA BONAKO.
The builders have worked fast.

KA GALE KE KWALA KA TLHOKOMELO.
Usually I write carefully.

RE JELE KA BOITUMELO MAABANE BOSIGO.
We ate happily yesterday night.

MOSETSANA YOLE O NWA JAANA.
That girl drinks like this...

BA APAYA BOGOBE JALO.
They cook bogobe like that.

SUSAN O BUA SETSWANA JAAKA KE BUA SEKGOA.
Susan speaks Setswana like I speak English.

Notice the order of the location, time and manner expressions in the following two examples.

KE BEREKILE KWA TIRONG MAABANE.
BA TLA BALA KA BONAKO KWA SEKOLONG NGWAGA E E TLANG.

K. **Exercises:**

1. Fill in the blank in the sentence with one of the adverbs of manner below. Try to use each word at least once.

MOREMI O SETSE SELEPE ____________________.
TOM O BUA SETSWANA ____________________.
BA NE BA BEREKA _______________ MAABANE MAITSEBOA.
RE GOROGILE ____________________ MONO BEKE E E FETILENG.
BAREMI BA TLA BEREKA ____________________ KA MOSO.
BA NE BA TSOGILE ____________________ MAABANE.
KE ROBETSE ____________________ MAABANE BOSIGO.
BASIMANE BALE BA BUA ____________________ MOTLHAMONGWE.
MOSADI O NE A APAYA ____________________.
MORUTI WA RONA O NE A BALA LOKWALO _______________.
MOSETSANA O NE A TSHOLETSA*PITSA EO _______________.
KA GALE BARUTI BA BUA SETSWANA _______________.
MOSIMANE WA ME O NE A KGOMA SEGOKGO _______________.
O NE O KWALA ____________________ KWA SEKOLONG MAABANE.
MONNA YOLE O TSAMAYA ________________________.
DINEO O OPELA* ____________________ MARY.

THATA
GOLE GONNYE
SENTLE
MOTLHOFO

KA TIDIMALO
KA BONYA
KA BONAKO
KA BOTHATA

KA TLHOKOMELO
KA BOITUMELO
JAANA/JALO
JAAKA

---

* OPELA (OPETSE) *to sing*
* TSHOLETSA (TSHOLEDITSE) *to lift (heavier things)*

2. Answer the question using an adverb of manner. Notice the position of JANG? in the question.

JEFF O BUA SETSWANA JANG?
BA APEILE BOGOBE JANG?
MOSETSANA O NE A OPELA JANG KWA KEREKENG MAABANE?
BASIMANE BA BUA JANG MOTLHAMONGWE?
BASADI BA ROKA* JANG?
KA GALE BA KWALA LOKWALO JANG?
O TLA BALA LOKWALO JANG KA MOSO?
BA NE BA TSHAMEKA* KGWELE YA DINAO* JANG BEKE E E FETILENG?
MODISE O ITHUTILE JANG MO BOSHENG?
BANNA BA BEREKILE JANG MAABANE?
PAULA O NE A SELA NOGA JANG?
O TSISITSE PITSA JANG?
KA GALE NGWANA* O JA JANG?
DIKGOMO DI NWA JANG?
TSALA YA GAGO E BUILE LE KGOSI JANG?
BANA* BA GAGO BA ROBETSE JANG MAABANE BOSIGO?

L. Explication:

The absolute pronoun forms for *me, you, he/she, you (pl.)*, and *they* are used with JAAKA to form adverb of manner phrases.

JAAKA	NNA	*like me*	JAAKA	RONA	*like us*
"	WENA	*like you*	"	LONA	*like you*
"	ENE	*like him/her*	"	BONE	*like them*

Examples of use:

TOM O BUA SETSWANA JAAKA NNA.
Tom speaks Setswana like me.

BA NE BA OPELA JAAKA RONA MAABANE.
They sang like us yesterday.

---

* GO ROKA (ROKILE)	*to sew*
* GO TSHAMEKA (TSHAMEKILE)	*to play*
* KGWELE YA DINAO	*football, soccer*
* NGWANA/BANA	*child, children*

M. Exercises:

1. Answer the question using a phrase with JAAKA + the absolute pronoun.

TOM O BUA SETSWANA JANG?
DINEO O APAYA JANG?
BASETSANA BA TSHAMEKA KGWELE YA DINAO JANG?
RE BADILE LOKWALO JANG?
BA ROBALA JANG?
O NE WA KWALA JANG KWA SEKOLONG?
BATSWANA BA ROKA JANG?
NEO O OPETSE JANG KWA KEREKENG?
KA GALE DITSALA TSA GAGO DI NWA BOJALWA JANG?
BATHO* BA JA JANG MO BOTSWANA?

N. Summary:

Sentences may be expanded by adding: locative expressions, time expressions and adverbs of manner.

1. Locative expressions tell when an action or event takes place. They are formed by the addition of -ING to the end of the word, and by placing MO, FA or KWA before the word to further clarify proximity and location.

MODISE O BEREKA MO SEPATELENG.
(note: we are in the hospital)

MODISE O BEREKA FA SEPATELENG.
(note: the hospital is in sight)

MODISE O BEREKA KWA SEPATELENG.
(note: the hospital is out of sight)

2. There are a number of locative expressions found in noun class 9 - e.g., TENG, GAUFI, GARE, THOKO, etc. - which usually show the location of a thing

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* MOTHO/BATHO *person/people*

relative to something else. For example:

LOKWALO LO FA GARE GA TAFOLE.
This book is in the middle of the table.

SETSHWAKGA SE ROBALA FA TLASE GA SETLHARE.
The lazy man is sleeping under the tree.

3. Time expressions are added to a sentence very much as in English. Most come at the end of the sentence. For example:

RE GOROGILE MO TOROPONG MAABANE.
We arrived in town yesterday.

BA TLA REKA MOLORA KA MOSO.
They will buy soap tomorrow.

KA GALE is an exception and comes at the beginning of the sentence in most cases.

KA GALE BA BALA DIKWALO TSELE KWA SEKOLONG.
They usually read those books in school.

Two time expressions may be combined, such as:

KE NE KA BEREKA THATA MAABANE MAPHAKELA.
I worked hard yesterday morning.

Care must be taken when making these combinations to confirm that the words are in the right sequence. Larger time units (i.e., days, weeks, months, etc.) usually precede smaller time units (such as morning, afternoon, night, etc.).

4. Sentences may be expanded by indicating *"how"* something happened or was done, using adverbs of manner. The adverbs of manner answer the question JANG? *How?*, and follow the verb in sentence order. For example:

MARK O NE A APAYA SENTLE MAABANE.
Mark cooked well yesterday.

5. The order of sentence elements including location, time and manner generally follow the model below.

   BA BEREKILE THATA KWA MASIMONG NGWAGA E E FETILENG.
   They worked hard at the lands last year.

   Question words can be inserted in the same position in sentence order as the elements they relate to.

   BA BEREKILE JANG KWA MASIMONG NGWAGA E E FETILENG?
   BA BEREKILE THATA KAE NGWAGA E E FETILENG?
   BA BEREKILE THATA KWA MASIMONG LENG?

P. Summary Exercises:

1. Expand the following sentences by adding location, time and manner expressions as appropriate.

   BA NE BA BEREKA.....

   KE ITHUTILE.....

   DINEO O APAYA.....

   NEO O NE A REKA SELEPE.....

   TOM O TLA BUA SETSWANA.....

   RE TLA YA.....

   KGOSI YA RONA E NE YA TLA.....

GA RE A KA RA BONA.....

GA NKETLA KE FITLHELA.....

DIKGOMO TSELE GA DI A KA TSA NWA.....

MORUTI WA BONE O ROBETSE.....

GA BA A BALA.....

2. Translate the following sentences into Setswana.

They bought the blankets at the store yesterday.

Usually people work hard at the lands.

We didn't see Bob in the village last week.

Dineo will cook the bogobe tomorrow afternoon.

The nurses work carefully at the hospital.

Those men found the snake by the river.

____

My friend will go to work quickly tomorrow.

____

Mary didn't speak quietly at the church Sunday.

____

The girls sang beautifully at school a few days ago.

____

His goats didn't go to the river last night.

____

I don't speak Setswana well like you.

____

The lions slept happily under the tree.

____

COPULATIVE CONSTRUCTIONS

Unit Nine

A. Objectives:

1. Identificative Copulatives: identifying people and things in the present, past and future
2. Descriptive Copulatives: describing things in the three basic tenses
3. Expressing possession or association (to have)
4. *"There is/are"* expressions with GO NA

B. Explication:

The identificative copulative construction is used in identifying people and things. In Units 1, 3 and 5, the copulative construction was practiced as KE (meaning *it is/they are)* in the affirmative, and GA SE for the negative. These forms remain unchanged for all noun classes.

KE MOSETSANA O MONNYE.	*It is the small girl.*
DILO TSE KE ENG?	*What are these things?*
KE DILEPE.	*They are axes.*
GA SE DIME.	*They aren't whips.*
DILO TSA ME KE TSELE.	*My things are those.*
DILO TSELE KE TSA ME.	*Those things are mine.*

As in the examples above, the copulative KE or GA SE convey the meaning of the *"to be"* verb in English. Setswana has no *"to be"* verb as such, but there is a consistent pattern for constructing sentences with a similar meaning.

So far, the KE/GA SE forms have signified *"it is/they are"* in English. The copulative can also be conjugated somewhat like a verb by placing a special set of subject concords before the noun, as in the sample below.

KÈ NGAKA	*I (am) a doctor*
O NGAKA	*You (are) a doctor*
KÉ NGAKA	*He/she (is) a doctor*
RE DINGAKA	*We (are) doctors*
LO DINGAKA	*You (are) doctors*
KÉ DINGAKA	*They (are) doctors*

Notice that the KE subject concord for *"I"* is a low tone, and the KE for *"he, she & it"* is a high tone.

The negative forms are:

GA KÈ NGAKA	*I (am) not a doctor*
GA O NGAKA	*You (are) not a doctor*
GA SE NGAKA	*He/she (is) not a doctor*
GA RE DINGAKA	*We (are) not doctors*
GA LO DINGAKA	*You (are) not doctors*
GA SE DINGAKA	*They (are) not doctors*

C. Exercises:

1. Utilizing the absolute pronouns introduced in Unit Eight, make questions and answers as in the examples. Substitute other nouns - e.g., TSALA, MORUTI, etc.

WENA,	O ENG?	KE NGAKA
LONA,	________?	________________
BONE,	________?	________________
ENE,	________?	________________
RONA,	________?	(DITSALA)

2. Change each statement to the negative.

RONA, RE DINGAKA. ________________________
NNA, KE KGOSI. ________________________
BONE, KE BARUTI. ________________________
LONA, LO BAKGWEETSI. ________________________
ENE, KE MOREKISI. ________________________
WENA, O MOOKI. ________________________

3. Make a question from the negative statement.

GA SE BALEMI. ____________________?
GA LO BAREMI. ____________________?
GA SE MOTSUMI. ____________________?
GA O KGOSI. ____________________?
GA RE BATSHAMEKI. ____________________?
GA KE SETSHWAKGA. ____________________?

D. Explication:

The formation of the past identificative copulative utilizes a similar pattern to that used with regular verbs, plus the stem -LE in the affirmative, and -SE in the negative.

KE NE KE LE NGAKA	RE NE RE LE DINGAKA
O NE O LE NGAKA	LO NE LO LE DINGAKA
E NE E LE NGAKA	E NE E LE DINGAKA

(meaning: *I was a doctor, you were...)*

In the negative:

KE NE KE SE NGAKA	RE NE RE SE DINGAKA
O NE O SE NGAKA	LO NE LO SE DINGAKA
E NE E SE NGAKA	E NE E SE DINGAKA

(meaning: *I wasn't a doctor, you weren't...)*

E. Exercises:

1. Change the statement to the past form of the copulative.

ENE, KE MORUTI.	E NE E LE MORUTI.
BONE, KE BAAGI.	____________________
WENA, O MOKGWEETSI.	____________________
RONA, RE DINGAKA.	____________________
LONA, LO BAOKI.	____________________
NNA, KE MOTSUMI.	____________________
NEO, KE MOREKISI.	____________________
TSALA YA ME KE MOREMI.	____________________
MONNA YOLE KE MODISA.	____________________

BASADI BA BANTLE KE BAOKI.
MOSIMANE O KE MOTSHAMEKI.
BANNA BALE KE BALEMI.

2. Make a question using the past construction, and a negative response, as in the example.

ENE, KE MORUTI.	A E NE E LE MORUTI? NNYAA, E NE E SE MORUTI.
BONE, KE BAAGI.	
WENA O MOKGWEETSI.	
RONA, RE DINGAKA.	
LONA, LO BAOKI.	
NNA, KE MOTSHAMEKI.	
NEO, KE MOREKISI.	
TSALA YAME KE MOREMI.	
MONNA YOLE KE MODISA.	
BASADI BA BANTLE KE BAOKI.	
MOSIMANE YO KE MODISA.	
BANNA BALE KE BALEMI.	

F. Explication:

The future copulative construction utilizes TLA + BO in place of the NE formative of the past.

KE TLA BO KE LE NGAKA	*I will be a doctor*
O TLA BO O LE NGAKA	*(etc.)*
E TLA BO E LE NGAKA	
RE TLA BO RE LE DINGAKA	
LO TLA BO LO LE DINGAKA	
E TLA BO E LE DINGAKA	

In the negative SE replaces LE as in the past.

KE TLA BO KE SE NGAKA	*I won't be a doctor*
O TLA BO O SE NGAKA	*(etc.)*
E TLA BO E SE NGAKA	
RE TLA BO RE SE DINGAKA	
LO TLA BO LO SE DINGAKA	
E TLA BO E SE DINGAKA	

G. Exercises:

1. Substitute the subject concord or noun given in parentheses into the sentence and make other changes as needed.

	RE TLA BO RE LE BARUTI.
(LO)	LO TLA BO LO LE BARUTI.
(E)	
(KE)	
(NGAKA)	
(NEO)	
(RE)	
(BAKGWEETSI)	
(LO)	
(BANNA BALE)	
(KE)	
(TOM)	
(O)	
(MOAGI)	

2. Substitute the subject concord or noun given into the negative future copulative sentence. Make other changes in the sentence as required by the substitution of the word given.

	NEO E TLA BO E SE KGOSI.
(MODISE)*	MODISE E TLA BO E SE KGOSI.
(BANNA BALE)	
(O)	

---

* NOTE: MODISE is a name; MODISA means *herdsman.*

(RE) ____________________
(BARUTI) ____________________
(LO) ____________________
(KE) ____________________
(MOTSHAMEKI) ____________________
(BOB) ____________________
(BASIMANE) ____________________
(BATSUMI) ____________________
(E) ____________________
(MOREMI) ____________________

3. Write a question and response in the future, based upon the word in parentheses. Follow the example and make your response negative or affirmative, as shown.

A NEO E TLA BO E LE NGAKA?
(NGAKA) NNYAA, E TLA BO E SE NGAKA.

____________________?
(BATSUMI) EE, ____________________

____________________?
(MOTSHAMEKI) NNYAA, ____________________

____________________?
(BADISA) EE, ____________________

____________________?
(BAOKI) NNYAA, ____________________

H. Explication:

The descriptive copulative expressions relate to English phrases describing the size, manner, quality or number of something or someone. The 'identificative' copulative tells what someone/something is:

TOM E TLA BO E LE MOTSHAMEKI.
Tom will be a player.
DITSALA TSA ME E NE E SE BAAGI.
My friends weren't builders.
DIKGOMO KE TSA ME.
The cattle are mine.

The 'descriptive' copulative tells what someone/something is like, or what kind it is.

SETLHARE SE SELEELE.
The tree is tall.
MOSADI O MONTLE.
The woman is beautiful.
DITLHAKO DI DIKGOLOGOLO.*
The shoes are old.

Descriptive expressions with an adjective are formed according to the formula:

MOSADI	O	MO	+	NTLE
(noun)	(subject concord)	(noun prefix)		(adjective base)

---

* Note that this sentence differs from that given in Unit One, ex. 4.b, with respect to the concord employed.

KE DITLHAKO TSE DIKGOLOGOLO.
They are the old shoes.

The TSE used in Unit One is the 'adjectival concord' and must be employed when starting the sentence with KE. The descriptive copulative expression, however, uses the 'subject concord' DI.

The essential difference here is that DITLHAKO TSE DIKGOLOGOLO is an adjective phrase, a part of a sentence that cannot stand alone as a sentence without the copulative KE or some other verb. For example:

KE BATLA DITLHAKO TSE DIKGOLOGOLO.
I want the old shoes.

The descriptive copulative here,

DITLHAKO DI DIKGOLOGOLO
The shoes are old

is a complete sentence and carries a somewhat different meaning as evidenced by the translation.

The forms for all persons and noun classes is as follows, using the adjective base -NTLE.

1st per.		KE MONTLE	RE BANTLE
2nd "		Ò MONTLE	LO BANTLE
3rd "	nc 1	Ó MONTLE	BA BANTLE
	2	O MONTLE	E MENTLE
	3	LE LENTLE	A MANTLE
	4	SE SENTLE	DI DINTLE
	5	E ENTLE	DI DINTLE
	6	LO LONTLE	DI DINTLE
	7	BO BONTLE	A MANTLE

The negative of these forms utilizes the negative marker GA preceding the subject concord. Notice that the 3rd person singular concord characteristically changes to /A/.

1st per.		GA KE MONTLE	GA RE BANTLE
2nd "		GA O MONTLE	GA LO BANTLE
3rd "	nc 1	GA A MONTLE	GA BA BANTLE
	2	GA O MONTLE (etc.)	GA A MANTLE

The construction of the descriptive copulative presented here applies to sentences with an adjective base, such as -NTLE *beautiful*, -GOLOGOLO *old*, -LEELE *tall*, etc.

I. Exercises:

1. Substitute the subject concord or adjective base into the sentence. Make the necessary changes.

KE MOLEELE	(BA)	BA BALEELE
	(RE)	
	(A)	
	(SE)	
	(-NNYE)	
	(Ó)	
	(BO)	
	(E)	
	(DI)	
	(LE)	
	(-TONA)	
	(LO)	
	(Ò)	

2. Substitute the noun or adjective stem into the sentence, as in the example. Make any changes necessary to the concords and adjective prefixes.

	MONNA O MOLEELE
(BANNA)	BANNA BA BALEELE
(-TONA)	
(MOTSE)	
(SELEPE)	
(MAGAPU)	
(KOBO)	
(-NNYE)	
(DILO)	
(LOBONE)	
(MANGENA)	
(MESESE)	
(-NTSHO)	
(LERU)	
(KGETSE)	

3. Make a question and a negative response, using the word given as in the example. Use the adjective stems below as appropriate for the meaning of the sentence.

(BATSHAMEKI)	A BATSHAMEKI BA BALEELE? GA BA BALEELE.
(SETLHARE)	?
(MOGALA)	?
(LOBILA)	?
(KGOSI)	?
(MONWANA)	?
(LENGENA)	?

-TONA	*big*	-TSHWEU	*white*	-TURU	*expensive*	-KIMA	*fat*
-NNYE	*small*	-GOLOGOLO	*old*	-TSHIPI	*cheap*	-KHUTSHANE	*short*
-NTSHO	*black*	-SHA	*new*	-NTLE	*beautiful*		

J. Explication:

The descriptive copulatives are formed in the past according to the following pattern.

SETLHARE	SE	NE	SE	LE	SELEELE
(noun)	(SC)		(SC)		(noun prefix + adjective
			(affirmative past markers)		

The underlined sentence elements (SE) are those parts of the sentence that will change to correspond to singular and plural, and different noun classes.

1st		KE NE KE LE MOLEELE	RE NE RE LE BALEELE
2nd		O NE O LE MOLEELE	LO NE LO LE BALEELE
3rd	1	O NE A LE MOLEELE	BA NE BA LE BALEELE
	2	O NE O LE MOLEELE	E NE E LE MELEELE
	3	LE NE LE LE LELEELE	A NE A LE MALEELE
	4	SE NE SE LE SELEELE	DI NE DI LE DITELELE
	5	E NE E LE TELELE*	DI NE DI LE DITELELE
	6	LO NE LO LE LOLEELE	DI NE DI LE DITELELE
	7	BO NE BO LE BOLEELE	A NE A LE MALEELE

To form the negative, the affirmative past marker LE changes to SE. For example:

1st		KE NE KE SE MOLEELE	RE NE RE SE BALEELE
2nd		O NE O SE MOLEELE	LO NE LO SE BALEELE
3rd	1	O NE A SE MOLEELE	BA NE BA SE BALEELE
	2	O NE O SE MOLEELE	E NE E SE MELEELE
		(etc.)	

Examples of use:

TSALA YA GAGWE O NE A LE MONNYE.
His friend was small.

DIKGOMO TSELE DI NE DI SE DINTLE.
Those cattle weren't beautiful.

SELEPE SELE SE NE SE LE SESHA.
That axe was new.

---

* TELELE is an exceptional form of -LEELE.

K. **Exercises:**

1. Substitute the noun, concord or adjective base given into the sentence. Make any other necessary changes.

BA NE BA LE BANNYE.

(BASIMANE) BASIMANE BA NE BA LE BANNYE.
(BASETSANA)
(MOSETSANA)
(KE)
(-TONA)
(RE)
(MOLELO)
(DIPITSA)
(O)
(-NTLE)
(LEGAPU)
(SELO)
(LO)
(PITSA)
(-SHA) (NTSHA)
(LENGENA)
(MESESE)
(LOGARE)

2. Using Charts I through VI, make a question and a negative response for an item in each noun class. Use the adjective stems following exercise I.3.

I. A NEO O NE A LE MONNYE?
NNYAA, O NE A SE MONNYE.

II. ?

III. ?

IV. ?

V. ?

VI. ?

L. Explication:

The future descriptive copulative is formed as in the example below.*

SETLHARE SE TLA BO SE LE SELEELE NGWAGA E E TLANG.
The tree will be tall next year.

The future markers TLA BO are consistent for all forms in this conjugation, and the concords change according to person and noun class as in the other tenses.

1st	KE TLA BO KE LE MOLEELE	RE TLA BO RE LE BALEELE
2nd	O TLA BO O LE MOLEELE	LO TLA BO LO LE BALEELE
3rd 1	O TLA BO A LE MOLEELE	BA TLA BO BA LE BALEELE
2	O TLA BO O LE MOLEELE	E TLA BO E LE MELEELE

The negative construction replaces the LE with SE, as in past tense forms.

1st	KE TLA BO KE SE MOLEELE	RE TLA BO RE SE BALEELE
2nd	O TLA BO O SE MOLEELE	LO TLA BO LO SE BALEELE
3rd 1	O TLA BO A SE MOLEELE	BA TLA BO BA SE BALEELE
2	O TLA BO O SE MOLEELE	E TLA BO E SE MELEELE

---

* It is important to note that the future descriptive copulative forms need to be followed by a specific time expression, such as NGWAGA E E TLANG above.

The verb stem NNA, meaning *to become*, will be used for more general statements without an accompanying time reference. For example:

SETLHARE SE TLA NNA SELEELE.
The tree will become tall.

M. Exercises:

1. Substitute the concord or adjective stem into the sentence given, as in the example.

KE TLA BO KE LE MOLEELE NGWAGA E E TLANG.

(RE) RE TLA BO RE LE BALEELE NGWAGA E E TLANG.
(BA)
(LO)
(DI)
(-TONA)
(SE)
(LE)
(O) NEO
(A)
(LO)
(BO)

2. Use the noun class Charts I through VI to make a question and negative response, as in the example.

I. A MOSIMANE O TLA BO A LE MOTONA NGWAGA E E TLANG?
NNYAA, O TLA BO A SE MOTONA NGWAGA E E TLANG.

II. ?

III. ?

IV. ?

V. ?

VI. ?

N. Explication:

Copulative expressions can also be formed with a variety of other words and expressions. Look at the following examples.

BAKGWEETSI BA DIMATLA.
The drivers are stupid.
SELEPE SA GAGO SE BOGALE.
Your axe is sharp.
DIKELEDI O KWA KEREKENG.
Dikeledi is at church.
DIPUDI DI KAE?
Where are the goats?

Notice that the construction of these sentences simply includes the subject concord in its usual position, but without a verb. Past and future forms follow the same pattern as in previous exercises, but the 'base' in this case is not affected by noun class or number. For example:

MOSIMANE YOLE O NE A LE SETSHWAKGA.
That boy was lazy.
TAU ELE E TLA BO E LE BOI.
That lion will be cowardly.
DIPITSA TSEO DI NE DI SE BOTHITHO.
Those pots weren't hot.
BOGOBE BO TLA BO BO LE TSIDIDI.
The bogobe will be cold.
BAAGI BALE BA NE BA LE MAKGAKGA.
The builders were impudent.
RE NE RE LE MAAKA.
We were untruthful.
TSALA YA ME E NE E LE KWA SEKOLONG.
My friend was in school.
A MASIMO A LONA A TLA BO A LE GAUFI?
Will your lands be nearby?

O. **Exercise:**

1. Complete the sentence using the expressions given below. Explore the possibilities by using past, future and negatives.

SETSHWAKGA	*lazy*	TSIDIDI	*cold*
BOTLHALE	*clever*	BOTHITHO	*hot*
BOKGWABO	*tame*	KWA TIRONG	*at work*
BOGALE	*sharp*	KGAKALA	*far away*

DINEO ____________________

PITSE ELE ____________________

THIPA *(knife)* ____________________

BAREKISI ____________________

MOLELO ____________________

MOTSE WA BONE ____________________

MOSADI ____________________

DIPONE ____________________

P. Explication:

The possessive or associative copulative form is used to express the idea of *to have, to be with* in English. For example:

KE NA LE SELEPE SE.
I have this axe.

BA NA LE DILO TSA GA JOHN.
They have John's things.

The formation of the possessive copulative is characterized by NA LE in the affirmative, preceded by the appropriate subject concord, and followed by the thing possessed or associated with.

1st		KE NA LE SELEPE	RE NA LE SELEPE
2nd		O NA LE SELEPE	LO NA LE SELEPE
3rd	1	O NA LE SELEPE	BA NA LE SELEPE
	2	O NA LE...	A NA LE...
		(etc.)	

The LE is dropped in the negative of the present tense forms, and GA precedes the subject concord.

1st		GA KE NA SELEPE	GA RE NA SELEPE
2nd		GA O NA SELEPE	GA LO NA SELEPE
3rd	1	GA A NA SELEPE	GA BA NA SELEPE
	2	GA O NA...	GA A NA...
		(etc.)	

Q. Exercises:

1. Answer the question using the word given.

O NA LE ENG?

(SELEPE) KE NA LE SELEPE.
(PITSA) ____
(DIKWALO) ____
(LOGARE) ____
(MANGENA) ____
(KOBO) ____
(DITLHAKO) ____
(MAGAPU) ____
(MAE) ____
(MOGOMA) ____
(MONWANA) ____
(MOLOMO) ____

2. Substitute the word or concord given into the sentence.

BA NA LE MOGALA.

(RE) ____
(KE) ____
(MESESE) ____
(SUSAN) ____
(LO) ____
(LEPHUTSHE) ____
(O) ____
(DIKELEDI) ____
(MOLEMI) ____
(BA) ____

3. Make a question and a negative response for each word given, as in the example below.

(SETLHAKO)	A O NA LE SETLHAKO? NNYAA, GA KE NA SETLHAKO.
(DIME)	____________________ ____________________
(DIKGOMO)	____________________ ____________________
(KGETSE)	____________________ ____________________
(DIPONE)	____________________ ____________________
(THIPA)	____________________ ____________________
(LOSELO)	____________________ ____________________
(DIKGONG)	____________________ ____________________

R. Explication:

The past of the possessive copulative is formed:

KE NE KE NA LE SELEPE
O NE O NA LE SELEPE
O NE A NA LE SELEPE
RE NE RE NA LE SELEPE
LO NE LO NA LE SELEPE
BA NE BA NA LE SELEPE

The negative replaces the NA LE with SE NA.

KE NE KE SE NA SELEPE
O NE O SE NA SELEPE
O NE A SE NA SELEPE
RE NE RE SE NA SELEPE
LO NE LO SE NA SELEPE
BA NE BA SE NA SELEPE
(etc.)

S. Exercises:

1. Change the following sentences to the past.

KE NA LE THIPA.
KE NE KE NA LE THIPA.

RE NA LE DIKWALO.

BA NA LE MESESE.

NEO O NA LE MEGALA.

GA LO NA DILO TSE.

GA O NA LOBONE.

GA KE NA LOGONG.

BA NA LE DIPUDI.

____

RE NA LE DITSEBE.

____

2. Substitute the word or concord given into the sentence. The SE will signify that the sentence is to be made negative.

RE NE RE NA LE MESESE.

(BA) ____________________
(BASADI) ____________________
(LO) ____________________
(KE) ____________________
(DITLHAKO) ____________________
(RE) ____________________
(MOSIMANE) ____________________
(SE) ____________________
(RE) ____________________
(DIKGETSI) ____________________
(BA) ____________________
(LO) ____________________
(O) ____________________
(NEO) ____________________
(DILO TSELE) ____________________
(PAULA) ____________________

T. Explication:

The future of the possessive copulative is formed as follows.

KE TLA BO KE NA LE METSE
O TLA BO O NA LE METSE
O TLA BO A NA LE METSE
RE TLA BO RE NA LE METSE
LO TLA BO LO NA LE METSE
BA TLA BO BA NA LE METSE

Notice that the future is formed by placing the SC + TLA BO before the present tense form.

The negative replaces the NA LE with SE NA, as in the past construction.

KE TLA BO KE SE NA METSE
O TLA BO O SE NA METSE
O TLA BO A SE NA METSE
RE TLA BO RE SE NA METSE
LO TLA BO LO SE NA METSE
BA TLA BO BA SE NA METSE
(etc.)

U. Exercises:

1. Substitute the word or concord given into the sentence.

RE TLA BO RE NA LE DITSALA.

(KE) __________
(BA) __________
(LO) __________
(NEO) __________
(DIKGOMO) __________
(O) __________
(RE) __________
(DIKOBO) __________
(BA) __________
(DIKELEDI) __________

2. Continue the substitutions with the negative example given below.

O TLA BO A SE NA DIKOBO.

(RE) __________
(BA) __________
(KE) __________
(DIPONE) __________
(LO) __________
(MESESE) __________
(O) __________
(MODISE) __________
(RE) __________
(MEGALA) __________

V. Explication:

The general expression of location *there is/are* is also constructed as a copulative utilizing the form GO NA. GO NA is actually a compound of the noun class 8 prefix GO plus the NA form from the possessive copulative covered above. The positive and negative forms of the present, past and future are as follows.

Present Tense:	A GO NA LE BARUTI MONO? *Are there teachers here?* GO NA LE BARUTI MONO. *There are teachers here.* GA GO NA BARUTI MONO. *There aren't teachers here.*
Past Tense:	A GO NE GO NA LE BARUTI MONO? *Were there teachers here?* GO NE GO NA LE BARUTI MONO. *There were teachers here.* GO NE GO SE NA BARUTI MONO. *There weren't teachers here.*
Future Tense:	A GO TLA BO GO NA LE BARUTI MONO? *Will there be teachers here?* GO TLA BO GO NA LE BARUTI MONO. *There will be teachers here.* GO TLA BO GO SE NA BARUTI MONO. *There won't be teachers here.*

The series of forms shown do not vary with noun class, since the SC is always GO.

W. Exercises:

1. Answer the questions in the affirmative.

A GO NA LE BAAGI MONO?

____

A GO NA LE MORUTI KWA SEKOLONG?

____

A GO NA LE LENONG KWA SETLHARENG?

____

A GO NE GO NA LE MAE KWA LEBENKELENG?

____

A GO NE GO NA LE MAGAPU KWA MASIMONG?

____

A GO NE GO NA LE SEDIBA KWA MOTSENG?

____

A GO TLA BO GO NA LE BANA KWA KEREKENG?

____

A GO TLA BO GO NA LE DINOGA KWA MORAKENG?

____

A GO TLA BO GO NA LE LOROLE KWA TOROPONG?

____

2. Read the statement. Make a similar statement in the negative, using the word given in parentheses.

GO NA LE DIPONE KWA LEBENKELENG. (DIKWALO)
GA GO NA DIKWALO KWA LEBENKELENG.

GO TLA BO GO NA LE DIKGOMO KWA MORAKENG.
(KWA TOROPONG)

GO TLA BO GO NA LE DIKOBO KWA LAPENG.
(KWA TIRONG)

GO NA LE NGAKA KWA SEPATELENG.
(MOREKISI)

GO NE GO NA LE MOLELO KWA MOTSENG.
(PITSE)

GO NE GO NA LE MOGOMA KWA MASIMONG.
(DIPUDI)

GO NA LE MONANG KWA NOKENG.
(MAEBA)

GO NE GO NA LE DITSALA TSA ME KWA KEREKENG.
(KWA TIRONG)

GO TLA BO GO NA LE MORUTI WA GAGWE KWA SEKOLONG.
(WA ME)

GO NE GO NA LE MAPHUTSHE KWA MASIMONG NGWAGA E E FETILENG.
(BEKE E E FETILENG)

GO TLA BO GO NA LE DIKGADIMA JAANONG.
(LOROLE)

X. Summary Exercises:

Translate the following sentences into Setswana.

Those cattle over there are ours.

He isn't their chief.

What are they? They are doctors. Are you a doctor?

Was he a teacher? He wasn't a teacher. I was a teacher.

Will the tall man be our driver? No, he won't be our driver.

Will Tom be a herdsman tomorrow? No, he won't be a herdsman.

Were the men hunters? No, they weren't hunters.

Are the men tall? No, those men aren't tall.

Were his goats small? No, they weren't small.

Will the boy be tall next year?

No, that boy won't be tall next year.

Where is the lazy boy?

Were your friends nearby? No, they weren't nearby.

Will the horse be tame in the summer? No, it won't be tame.

Do you have Modise's axe? No, I don't have the axe.

Did Modise have those shoes? No, he didn't have the shoes.

Will our village have a well next year?

No, it won't have a well next year.

Are there drivers at the school?

No, there aren't drivers there.

Were there ploughers at the lands last week?

No, there weren't ploughers at the lands last week.

Will there be lions near the cattle post?

No, there won't be lions near the cattle post.

REVIEW PLUS

Unit Ten

A. **Objectives:**

1. Review the grammatical features presented in Units 1 - 9

2. Summarize the grammar for units 6 - 9

B. **Exercises:**

1. Change the following sentences to simple questions, as in the example. Use object concords where possible.

KE BATLA DIPONE TSE DINNYE.
A O A DI BATLA?

RE BONE TSALA YA GAGO BEKE E E FETILENG.
____?

BA NE BA NNA KWA LOBATSE NGWAGA E E FETILENG.
____?

DIKELEDI O TLA APAYA BOGOBE KA MOSO.
____?

MONNA YOLE O MOLEELE THATA.
____?

GO NE GO NA LE DITLHARE KWA MOTSENG.
____?

DIKGOMO TSA GA MODISE DI ILE KWA NOKENG.
____?

KE NE KE NA LE DIPUDI JAAKA ENE.
____?

NGWANA WA GA DINEO O JELE GOLE GONNYE FELA.*

______________________________________?

RE BUILE LE BAKGWEETSI BALE KWA TIRONG MALOBA.

______________________________________?

BATHO BALE BA NE BA TLHALOGANYA MATHATA* A RONA.

______________________________________?

2. Change the following sentences to the negative, as in the example. Utilize the object concords where possible.

DIKGOMO TSA LONA DI ILE KWA NOKENG.
DIKGOMO TSA LONA GA DI A YA KWA NOKENG.

NEO O BEREKA KWA SEPATELENG LETSATSI LE LETSATSI.

____

KE TLA KWALA LOKWALO LWA ME KA MOSO.

____

DIKGOMO TSELE DI TLA BO DI LE KWA MOREKENG.

____

A LO NE LWA FITLHELA PITSE YA GAGWE MALOBA.

____

SELEPE SE NE SE LE FA GAUFI LE SETLHARE MAABANE.

____

KGOSI E NE YA BONA DITAU KWA SEKAKENG.*

____

KE MOSIMANE O MOKHUTSHWANE KWA LAPENG.

____

---

*FELA *only* *SEKAKA/DI- *desert*
*MATHATA *problems (no singular form)*

DITSALA TSA RONA DI REKILE BOJALWA FA LEBENKELENG.

BARUTI BALE BA ITHUTA SETSWANA KWA SEKOLONG.

BANNA BA KE DINGAKA.

BASADI BALE E NE E LE BAREKISI.

BAOKI BA TLA YA KWA SEPATELENG MAITSEBOA.

3. Substitute the word, or words, in parentheses into the sentence. Make any necessary changes to concords, etc. (Neg.) will signify that the sentence should be made negative; (?) will mean that it should be made into a question.

	KE TSAYA THIPA YA ME.
(TSERE)	KE TSERE THIPA YA ME.
(REKILE)	
(NEO)	
(MAABANE)	
(LOKWALO)	
(MOSIMANE)	
(YOLE)	
(LWA BONE)	
(BA)	
(FITLHETSE)	
(?)	
(BARUTI)	
(MANGENA)	
(Neg.)	
(MALOBA)	
(DIKELEDI)	

4. Change the sentence to a question using ENG?, LENG?, KAE?, or JANG?

BA NE BA REKA DIKGONG KA TLHOKOMELO KWA MOTSENG.

(ENG?) ______________________________
(KAE?) ______________________________
(LENG?) ______________________________
(JANG?) ______________________________

RE TLA JA DIJO* TSA RONA KA BONAKO KWA SEKOLONG.

(KAE?) ______________________________
(ENG?) ______________________________
(JANG?) ______________________________
(LENG?) ______________________________

KE NE KA KWALA LOKWALO LO KA BONYA KWA NOKENG.

(ENG?) ______________________________
(KAE?) ______________________________
(JANG?) ______________________________
(LENG?) ______________________________

---

* DIJO *food* (seldom used in singular, SEJO)

5. Add or substitute the word(s) given into the sentence. Make any necessary changes to concords, etc. Grammatical changes will be indicated by (Neg.), (?), (reg. past), and (future).

NEO O BATLA DIKOBO.

(TSA RONA)	NEO O BATLA DIKOBO TSA RONA.
(BASIMANE)	
(BATLILE)	
(TSA ME)	
(LOKWALO)	
(REKA)	
(KE)	
(MOGALA)	
(reg. past)	
(MALOBA)	
(RE)	
(SETSE)	
(DILO)	
(TSA GAGO)	
(future)	
(KAMOSO)	
(KWA LEPENG)	
(BA)	
(?)	
(LETLALO)	

6. Substitute the SC or word(s) given into the possessive copulative construction below. Grammatical modifications will be indicated by (neg.), (?), (past), (present), and (fut.).

MOREMI O NA LE SELEPE.

(RE)	RE NA LE SELEPE.
(BA)	
(LOBONE)	
(NEO)	
(past)	
(KE)	
(TOM)	
(RE)	
(LO)	
(LEGAPU)	
(neg.)	

(BA) ____________________
(KE) ____________________
(DINEO) ____________________
(fut.) ____________________
(DITSALA) ____________________
(RE) ____________________
(BILL) ____________________
(neg.) ____________________

7. Substitute the SC or word(s) given into the identificative copulative construction. Changes in grammatical structure will be indicated as above.

KÉ NGAKA

(RE) RE DINGAKA
(KÈ) ____________________
(BANNA) ____________________
(MODISE) ____________________
(past) ____________________
(BANNA BALE) ____________________
(MOSADI O) ____________________
(LO) ____________________
(KE) ____________________
(neg.) ____________________
(O) ____________________
(RE) ____________________
(BAREKISI) ____________________
(fut. pres.) ____________________
(DINEO) ____________________
(BASADI) ____________________
(LO) ____________________
(neg.) ____________________

8. Answer the question using the word in parentheses, as in the example.

DITLHAKO TSELE KE TSA GA MANG?	(MODISE)
DITLHAKO TSELE KE TSA GA MODISE.	
SELEPE SE KE SA GA MANG?	(GAGWE)
KOBO E KE YA GA MANG?	(MOSADI)
DIPITSA TSELE KE TSA BO MANG?	(BASADI)
MOSETSANA YOLE KE WA GA MANG?	(NEO)
MESESE ELE KE YA GA MANG?	(HELEN)
LETLALO LELE KE LA GA MANG?	(MOTSUMI)
MAE ALE KE A BO MANG?	(BONE)
DILO TSE KE TSA BO MANG?	(RONA)
PITSE E KE YA GA MANG?	(GAGO)
DIPUDI TSELE KE TSA GA MANG?	(ME)

9. Make a possessive question from the following statements as in the example; then answer the question.

KE BONA DIKGOMO. O BONA DIKGOMO TSA GA MANG?
KE BONA DIKGOMO TSA GA MOREMI.

KE BATLA DIKWALO. ____________________?
____

KE BATLA MANGENA. ____________________?
____

KE BONA LEE. ____________________?
____

BA BONA SEME. ____________________?
____

RE BATLA DILO TSELE. ____________________?
____

NEO O BATLA LEGAPU. ____________________?
____

LO JELE BOGOBE. ____________________?
____

RE BONE MOTSE. ____________________?
____

BA TLA BATLA MOGOMA. ____________________?
____

KE MOGALA O MOSHA. ____________________?
____

DITLHAKO DI DIKGOLOGOLO. ____________________?
____

LOSELO LO LONNYE. ____________________?
____

10. Answer the following questions about location, time and manner. Use object concords where appropriate.

BA ILE KAE MAABANE?

____

BANNA BALE BA NE BA BEREKA KAE NGWAGA E E FETILENG?

____

TSALA YA GAGO E TSISITSE MATLALO KWA MOTSENG LENG?

____

MOKGWETSI YOLE O BUA SEKGOA JANG?

____

O TLA KWALA LOKWALO JANG?

BARUTI BALE BA TLA GOROGA KWA LOBATSE LENG?

BATSHAMEKI BA NE BA LE KWA SEROWE LENG?

BASIMANE BA NE BA NA LE SELEPE SA GAGWE LENG?

GO TLA A BO GONA LE MOOKI KAE BEKE E E TLANG?

GO NE GONA LE DINOGA KAE MAABANE?

DINEO O APEILE BOGOBE BO JANG?

BASIMANE BA TLA FEPA* DIPUDI TSA BONE JANG?

11. Make a question with the sentence using the interrogative word given. Answer the question.

KE NE KA BONA TSALA YA ME. (LENG?)
O NE WA BONA TSALA YA GAGO LENG?
KE NE KA BONA TSALA YA ME KGWEDI E E FETILENG.

RE NE RA BONA TSALA YA RONA. (KAE?)

MODISE O NE A YA KWA TOROPONG. (LENG?)

BASADI BALE BA TLA REKA DILO TSE DISHA. (JANG?)

FEPA (FEPILE) *to feed*

BANNA BAGOLO* BA NE BA TSAYA DILO TSA BONE. (ENG?)

MEGALA E NE E LE MO GODIMO GA TAFOLE. (YA GA MANG?)

KE BONE SELEPE FA GAUFI LE SETLHARE. (SA GA MANG?)

LO NE LWA SELA DIKGETSE KWA LEBENKELENG. (LENG?)

MODISA YOLE O NE A FITLHELA DIKGOMO TSA ME. (KAE?)

BASIMANE BA TLA BALA LOKWALO KWA SEKOLONG. (JANG?)

DITSALA TSA ME DI TLA TSISA SENGWE** KAMOSO. (ENG?)

12. Make the following statements negative.

KE PITSA YA BOGOBE.

KE BONE MAE A LEEBA.

NEO O RATILE BOTSHWAKGA BA PITSE.

---

* BANNA BAGOLO *old men*

** SENGWE *something*

BA UTLWILE BOGALE BA DILEPE.

RE TLA YA SEROWE BEKE E E TLANG.

KGOSI YA RONA E TLA TLA KA MOSO.

BASIMANE BALE BA TSHAMEKILE KGWELE YA DINAO.

JOHN O NE A ITHUTA SETSWANA NGWAGA E E FETILENG.

BANNA BALE E TLA BO E LE BARUTI NGWAGA E E TLANG.

SELEPE SE SESHA.

DIPUDI TSA GAGWE DI NE DI LE DITONA.

MOSADI O NE A LE MAAKA.

BAAGI BALE BA NE BA BEREKA THATA BEKE E E FETILENG.

CLARENCE O RUTA SETSWANA KWA FRANCISTOWN.

O NA LE MATLALO KWA LAPENG.

DINEO O NE A NA LE MESESE E MESHA MGWAGA E E FETILENG.

PAULA O TLA BO A NA LE DILO TSE KA MOSO MAITSEBOA.

GO NE GONA LE DIKGOMO MONO KGWEDI E E FETILENG.

13. Make a *Which?* question referring to each statement, and answer the question specifying *this, that, these* or *those,* as in the example.

RE BONE PITSE MAABANE.
LO BONE PITSE EFE? __________
KE BONE PITSE ELE. __________

KE BATLILE MOGALA.
____
____

BA RATILE LETLALO.
____
____

MODISE O BUILE LE MOSIMANE.
____
____

BAKGWEETSI BA ROBETSE FA FAUFI LE SETLHARE.
____
____

RE NE RA TLOGELA* DIKOBO FA FATSHE.
____
____

KE TLOGETSE JON FA GAUFI LE LEBENKELE.
____
____

KGOSI E TLA GOROGA BEKE E E TLANG.
____
____

---

* TLOGELA (TLOGETSE) *to leave something or someone*
Also note that TLOGELA is in the regular past tense. This is necessary since the response to the question *Which blankets?* using *these* or *those* will assume that the blankets are *here* and no longer *on the ground.* Thus, the perfect tense cannot be employed, since the state described no longer exists.

DIPUDI DI NE DI LE FA GAUFI LE SETLHARE BOSIGO.

GO NE GONA LE NGAKA MO MOTSENG MAABANE.

PITSA E NE E SE BOTHITHO.

BATHO BA TLA BO BA SE NA METSE KA MOSO.

DILO TSE GA SE TSA ME.

MOKGWEETSI GA A NA LORI.

MOREMI O TSISITSE DIKGONG KWA SEKOLONG.

14. Answer the question using both subject and object concords, as in the example.

BANNA BA FITLHETSE DIKOBO TSELE KAE?
BA DI FITLHETSE KGAKALA LE MOTSE.

A BATHO BA BONA MOTSE OLE?
EE,

A DIKELEDI O REKA MOSESE O MOSHA?
NNYAA,

A O BUA LE BERNARD?
EE,

A O NE WA KGOMA NOGA ELE?
NNYAA,

A LO NE LWA TSISA LOBONE LA ME?
EE,

A BA TLA RATA DIJO TSA RONA?
NNYAA,

A BASADI BA TSAYA PUDI ELE LE BONE?
EE,

A TSALA YA GA GAGO E BONE* MERCY KWA KANYE MALOBA?

BASIMANE BALE BA NE BA SELA MEGALA YA LONA KAE?

BOB O NE A BONA DITAU KAE KGWEDI E E FETILENG?

A LO TLA TLOGELA DIKOBO KWA LAPENG?
NNYAA,

MOREMI O TLA SELA LETLALO LENG?

A LO BATLA DIKGOMO?

A O REKILE LOKWALO LO KWA GABORONE?

---

* Note that the object concord MO + BONE = MMONE. This is a phonological 'elision,' meaning a combination of sounds similar to a contraction in English.

15. Add or substitute the words or concords given in parentheses into the sentence. Grammatical modifications will be indicated as before.

DINEO O BONA MORUTI.

(MO TOROPONG) ____________________
(neg.) ____________________
(WA RONA) ____________________
(RE) ____________________
(BUA LE) ____________________
(KGOSI) ____________________
(BUILE) ____________________
(DITSALA) ____________________
(KE) ____________________
(KWA MOTSENG) ____________________
(reg. past) ____________________
(BA) ____________________
(BASADI BALE) ____________________
(NEO O) ____________________
(fut.) ____________________
(O) ____________________
(BONA) ____________________
(?) ____________________

C. Grammatical Synopsis: Units 6 - 10

1. Possessive expressions are formed in Setswana by placing a possessive concord between the thing possessed and the owner/possessor.

SELEPE SA MONNA	*the axe of the man*
MOSESE WA MOSADI	*the dress of the woman*
MATLALO A MOTSUMI	*the skins of the hunter*

The possessive concord always has the stem /-A/ and is formed by combining the subject concord with this stem. Phonological changes occur which affect the form of the concord - i.e., BA + A = BA, O + A = WA, E + A = YA, etc.

The possessive concord carries roughly the same meaning as the English word *of* and is linked by noun class agreement with the thing possessed in the expression.

SELEPE SA MONNA

the axe of the man

2. The possessive pronouns referring to people are:

ME	*my*	RONA	*our*
GAGO	*your*	LONA	*your*
GAGWE	*his/her*	BONE	*their*

The other noun classes referring to *things* also have possessive pronoun forms utilizing the stem -ONE- i.e., ONE, LONE, YONE, TSONE, etc.

3. Past time is often referred to using the perfect tense of the verb which is most often formed in the affirmative by the addition of the suffix -ILE or -TSE on the verb stem.

BEREKILE	*(have) worked*
BUILE	*(have) spoken*
FITLHETSE	*(have) found*
ROBETSE	*(have) slept*

This tense compares roughly to the English verbs using *have* as shown above, but has an even wider range of meanings. It can be used to express any action or event in the past whose significance has not been superseded by a more recent action or event. For example, it is possible to say,

NEO O ILE KWA SEROWE MAABANE.
Neo went (has gone) to Serowe yesterday.

It would be incorrect to use this form to say *I went to Serowe yesterday*, since it is implicit in the statement that *'I'* have returned, and thus the first action has been superseded by a more recent action.

The negative of the perfect tense is formed according to the formula:

(GA) +	(SC) +	(A) +	(regular verb stem)
GA	KE	A	YA.

I (have) not gone.
I didn't go.

4. The past tense is a compound form constructed according to the formula:

(SC) +	(NE) +	(past concord) +	(verb stem)
KE	NE	KA	REKA
I			*bought*

The past concord is the SC with an /-A/ ending. Phonological changes take place similar to those with the possessive forms.

In some cases, this tense is interchangeable with the perfect tense. Its primary function, however, is to express actions or events in the past whose significance is superseded by a more recent action or event.

The negative of the regular past tense is formed according to the pattern:

(GA) +	(SC) +	(A KA) +	(past concord) +	stem
GA	KE	A KA	KA	REKA
	I	*didn't*		*buy*

5. The future tense is formed using the pattern:

(SC) + (TLA) + (verb stem)
KE TLA REKA
I will buy

It is used as in English but may be a bit more specific in some cases. Sometimes it is better to identify a particular time in the future to clarify the meaning.

The negative of this tense is characteristically a bit more complex. It follows the pattern:

(GA) + (NSC) + (KITLA) + (NSC) + (verb stem)
GA BA KITLA BA REKA
They won't buy

The NSC above stands for the fact that the 3rd person singular SC typically changes from /O/ to /A/ in the negative tenses. The future tense contains an additional irregularity in that the first person singular SC is a nazalized /N/ affixed to the KITLA formative. For example:

GA NKITLA KE REKA.
I won't buy.

All other forms are typical.

6. Location of an action or event in a sentence is shown by adding -ING to the end of the word where the action or event takes place. For example:

   NOKA̲ + ING = NOKE̲NG
   TORŌPO̲ + ING = TŌROPO̲NG
   LEBENK̄ELE̲ + ING = LEB̄ENKELE̲NG

   The vowel changes shown above when combining -ING with words ending in a vowel are typical.

   Setswana also employs formatives that are similar to English prepositions. The most common of these are:

MO	*in, on, around, into or out of someplace that you are 'in' or very close to*
FA	*at, to, or from someplace close by, within sight*
KWA	*at, to, or from someplace at a greater distance, out of sight*

7. Time of an action or event is indicated by tense, as in English, and by temporal adverbs such as: MAABANE *(yesterday)*, KA MOSO *(tomorrow)*, GOMPIENO *(today)*, etc.

8. Manner is shown through the use of adverbs modifying the verb to tell 'how' an action or event takes place. There are two types of modifying adverbs: a) words such as THATA *(a lot)*, SENTLE *(well)*, and GOLE GONNYE *(a little)*, which are already adverbial forms, and
   b) expressions such as KA BONYA *(with slowness)*, KA BONAKO *(with speed)*, and KA TIDIMALO *(with difficulty)*, which utilize nouns plus KA to form the adverbial phrase of manner.

9. Expressions of location, time and manner use the interrogative words KAE?, LENG?, and JANG?, respectively. The typical pattern for the sequence of these expressions in a sentence is shown below.

(subject)	(SC)	(verb)	(manner)	(location)	(time)
BANNA	BA	JELE	KA BONAKO	KWA TIRONG	GOMPIENO.

The men have eaten fast at work today.

10. Copulative constructions in Setswana cover a range of expressions in English utilizing the verb "to be." There is no "to be" verb in the language. There are a number of basic patterns for copulative constructions that may be summarized as follows.

a. Identification of things and people equivalent in English to those expressions using *"It is... he/she is..., they are..."* employ the invariable form KÉ, which may be used for all noun classes.

KÉ MOSIMANE YO MOKIMA.	*It is a fat boy.*
KÉ LOTLHAKWA	*It is a piece of straw*
KÉ DIME.	*They are whips.*
KÉ JOHN.	*It is John.*

The negative of the expression is formed by replacing the KE with GA SE.

GA SE MOSIMANE O MOKIMA
GA SE LOTLHAKWA
(etc.)

b. Identification of people referring to *I, you, we, you (pl.)*, as well as the 3rd person, requires the use of the appropriate subject concords. KÉ is the 3rd person concord for both singular and plural of copulative forms. The complete conjugation is:

KÈ KGOSI	*I am the chief*
O KGOSI	*You are...*
KÉ KGOSI	*He/she is...*
RE DIKGOSI	*We are...*
LO DIKGOSI	*You are...*
KÉ DIKGOSI	*They are...*

The negatives are formed by placing GA before the SC's which remain the same in the negative, except the 3rd person which changes to SE, as shown under "a" above.

c. Descriptive copulative phrases are formed according to the pattern:

(noun) + (SC) + (adjective = noun prefix + base)
MONNA O MOLEELE.
The man is tall.

The SC is typical in this construction. Negatives are formed with GA followed by the NSC.

MONNA GA A MOLEELE.
The man isn't tall.

d. The possessive, or associative, copulative representing the idea of *to have, to be with* in English includes the formatives NA LE in the copulative pattern as follows.

KE NA LE SELEPE.	*I am with an axe.*
O NA LE SELEPE.	*You are...*
O NA LE SELEPE.	*He/she is...*
(etc.)	

These phrases are made negative by dropping the LE and utilizing GA and the NSC.

GA KE NA SELEPE.	*I'm not with an axe.*

e. The expression of the idea *There is/are* utilizes the form GO NA with the LE of the possessive copulative.

GO NA LE SELEPE. *There is an axe.*

This form remains constant for all noun classes which follow it. The negative is formed as before, by preceding the phrase with GA and dropping the LE.

GA GO NA SELEPE. *There isn't an axe.*

f. Regular past and future tenses are formed more or less typically. Note the models below giving characteristics of the tense formation.

Past Tense:

E NE E LE KGOSI.
He was chief.
O NE A LE MOLEELE.
He was tall.
O NE A NA LE LOKWALO.
He was with the book.
GO NE GO NA LE DIKGOMO.
There were cows.

Future Tense:

E TLA BO E LE KGOSI.
He will be chief.
O TLA BO A LE MOLEELE.
He will be tall.
O TLA BO A NA LE LOKWALO.
He will be with a book.
GO TLA BO GO NA LE DIKGOMO.
There will be cattle.

Note that the SC's for the "identificative" form shown first above are distinctive.

g. In the past and future, the formative SE replaces LE to form the negatives. Note the changes in sentence order in the examples.

Past Tense Negative:

E NE E SE KGOSI.
He wasn't the chief.
O NE A SE MOLEELE.
He wasn't tall.
O NE A SE NA LOKWALO.
He wasn't with a book.
GO NE GO SE NA DIKGOMO.
There weren't cattle.

Future Tense Negative:

E TLA BO E SE KGOSI.
He won't be chief.
O TLA BO A SE MOLEELE.
He won't be tall.
O TLA BO A SE NA LOKWALO.
He won't be with a book.
GO TLA BO GO SE NA DIKGOMO.
There won't be cattle.

The SC's and NSC's for all noun classes are typical in the above constructions, except for the identificative 3rd person, and the repeated 3rd person singular SC in the other patterns, which typically changes after the tense marker from /O/ to /A/, as in the negative forms. Observe in the pattern below:

(SC)	+	(tense)	+	(PSC)	+	(past copulative stem)	+	(adjective)
O		NE		A		LE		MOLEELE

The PSC in this example signifies participial subject concord. The PSC is typical for participial constructions* and compound verb tenses, such as both the past and future shown above, which utilize the participial forms as part of their pattern. The principal difference is that the 3rd person singular PSC is /A/ rather than /O/, and only affects the above patterns in this way.

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* Participial constructions are those where the verb, in English, usually adds -ing. For example: I saw the boy crying.

IMPERATIVES, REQUESTS & OBJECTS

Unit Eleven

A. **Objectives:**

1. Making imperative demands!
2. Making polite requests
3. Putting subsidiary objects in the sentence

B. **Explication:**

There is no change in the form of the verb for singular imperatives.

BONA!	*See!*
REKA!	*Buy!*
UTLWA!	*Hear!*
TSAMAYA!	*Walk! Go!*
JA!	*Eat!*
NWA!	*Drink!*
FA!	*Give!*
TSAYA!	*Take!*
TLA!	*Come!*
TSWA!	*Come out!*
YA!	*Go!*
RE!	*Say!*

The negative imperative singular becomes:

SE BONE!	*Don't see!*
SE REKE!	*Don't buy!*
SE UTLWE!	*Don't hear!*
SE TSAMAYE!	*Don't walk!*
SE JE!	*Don't eat!*
SE NWE!	*Don't drink!*
SE FE!	*Don't give!*
(etc.)	

Note: final vowel in verb changes to /E/ in the negative.

The plural form of the imperative is formed by adding -NG to the end of the verb.

BONANG!
REKANG!
UTLWANG!
TSAMAYANG!

The negative again uses SE and the ending -NG.

SE BONENG!
SE REKENG!
SE UTLWENG!
SE TSAMAYENG!

C. Exercise:

1. Substitute the word given, and make the indicated changes - i.e., (pl.) plural, (neg.) negative. Be careful to listen to the intonation of the imperative as spoken by a native speaker.

REKA!

(pl.) ____________
(neg.) ____________
(TSAMAYA) ____________
(neg.) ____________
(pl.) ____________
(TLA) ____________
(pl.) ____________
(neg.) ____________
(REKA) ____________
(neg.) ____________
(pl.) ____________
(FA) ____________
(pl.) ____________
(neg.) ____________
(TSAYA) ____________
(pl.) ____________
(neg.) ____________

D. Explication:

The imperative is usually preceded by a personal object concord to clarify the reference of the command. The ending on the imperative will change from /-A/ to /-E/ when preceded by an object concord.

MO FE!	*Give him!*	MO THUSE!	*Help him!*
RE FE!	*Give us!*	RE THUSE!	*Help us!*
BA FE!	*Give them!*	BA THUSE!	*Help them!*

MO ISE KWA SEPATELENG!	*Take him to the hospital!*
RE ISE KWA SEPATELENG!	*Take us to the hospital!*
BA ISE KWA SEPATELENG!	*Take them to the hospital!*

E. Exercise:

1. Substitute the object concord or verb given in parentheses.

RE THUSE!

(MO) ______________________
(FA) ______________________
(MO) ______________________
(BA) ______________________
(RE) ______________________
(UTLWA) ______________________
(MO) ______________________
(TLHALOGANYA) ______________________
(RE) ______________________
(ISA) ______________________
(BA) ______________________
(MO) ______________________
(RUTA) ______________________
(RE) ______________________
(BA) ______________________
(BATLA) ______________________
(BA) ______________________
(MO) ______________________

F. Explication:

Combining the imperative with the 1st person singular object concord, the nasal (N) often changes the form of the verb stem. Observe the changes that take place when the (N) is combined with the initial consonants of the following verbs.

(N) + B = MP

(N) + BONA	MPONE!	*See me!*
(N) + BOTSA	MPOTSE!	*Ask me!*
(N) + BONTSHA	MPONTSHE!	*Show me!*
(N) + BATLA	MPATLE!	*Look for me!*

(N) + R = NTH

(N) + RUTA	NTHUTE!	*Teach me!*
(N) + RATA	NTHATE!	*Like/love me!*
(N) + RAGA	NTHAGE!	*Kick me!*
(N) + ROMA	NTHOME!	*Send me!*

(N) + F = MPA

(N) + FA	MPHE!	*Give me!*
(N) + FITLHELA	MPHITLHETSE!	*Find me!*

(N) + S = NTSH

(N) + SUPENTSHA	NTSHUPENTSHE!	*Show me!*
(N) + SUNA	NTSHUNE!	*Kiss me!*

(N) + D = NT

(N) + DUELA	NTUELE!	*Pay me!*
(N) + DUMELA	NTUMELE!	*Believe me!*
(N) + DIRELA	NTIRELE!	*Work for me!*

(N) + L = NT

(N) + LEBA	NTEBE!	*Look at me!*
(N) + LAYA	NTAYE!	*Instruct me!*
(N) + LEMELA	NTEMELE!	*Plow for me!*

(N) + G = NKG

(N) + GAKOLOLA	NKGAKOLOLE!	*Advise me!*
(N) + GANA	NKGANE!	*Refuse me!*

(N) + vowel = NK

(N) + ADIMA	NKADIME!	*Lend me!*
(N) + UTLWA	NKUTLWE!	*Hear me!*
(N) + ISA	NKISE!	*Take me!*
(N) + EMELA	NKEMELE!	*Wait for me!*

Sometimes the initial consonant remains unchanged when combined with the 1st person (N).

NTHUSE!	*Help me!*
NTLISE!	*Bring me!*
NTLHALOGANYE!	*Understand me!*

The final /-E/ in the examples shown is sometimes replaced by /-A/ depending upon local dialect.

G. Exercises:

1. Substitute the object concord or verb given into the imperative. Watch the changes with (N).

NTHUTE!

(MO) ____________________
(BA) ____________________
(BOTSA) ____________________
(RE) ____________________
(N) ____________________
(FA) ____________________
(MO) ____________________
(LEBA) ____________________
(RE) ____________________
(UTLWA) ____________________
(BA) ____________________
(N) ____________________
(GAKOLOLA) ____________________
(MO) ____________________
(DUELA) ____________________
(N) ____________________
(SUPENTSHA) ____________________
(BA) ____________________
(ROMA) ____________________
(N) ____________________
(BONTSHA) ____________________
(RE) ____________________
(ADIMA) ____________________

2. For each verb given in the simple imperative, provide the imperative with the object concord (N), and the negative of this expression.

DUMELA	NTUMELE! SE NTUMELE!
BONTSHA	
ROMA	
FA	
SUNA	
DIRELA	
LEBA	
GANA	
ISA	
BOTSA	
RAGA	
SUPENTSHA	
DUELA	
GAKOLOLA	
ADIMA	

3. Give the negative plural of the form in parentheses, as in the example.

MO TLISE! SE MO TLISENG!
MPONTSHE! ____________
RE EMELE! ____________
BA GANE! ____________
NTIRELE! ____________
NTHAGE! ____________
RE GAKOLOLE! ____________
MO LEMELE! ____________
MPHE! ____________
BA EMELE! ____________
MO LEBE! ____________
NTUELE! ____________
BA LAYE! ____________
RE ISE! ____________
NTHOME! ____________
MO FE! ____________
RE THUSE! ____________

H. Explication:

A second object may be added in front of the personal objects (N) *me*, MO *him*, RE *us*, and BA *them*. Look at the examples below:

SE MPHE!	*Give it to me! (ref. SELEPE)*
DI MMONTSHE!*	*Show him them! (ref. DIKOBO)*
SE A BA ADIME!	*Don't lend it to them! (ref. MANGENA)*

---

* MO + BONTSHE = MMONTSHE! *Show him!*

I. Exercise:

1. Substitute personal objects, verbs and secondary objects into the imperative. The secondary objects will be given in the parentheses as nouns, but only the object concord should be inserted into the sentence.

SE MPHE!

(MO) SE MO FE!

(RE) ____________

(DITLHAKO) ____________

(BA) ____________

(BONTSHA) ____________

(N) ____________

(KGOMO) ____________

(RE) ____________

(BA) ____________

(MOGOMA) ____________

(ADIMA) ____________

(N) ____________

(MO) ____________

(MANGENA) ____________

(TLISA) ____________

(BA) ____________

(N) ____________

(LOBONE) ____________

J. Explication:

The imperative forms, while necessary for a full understanding of the language, should be used with great care. Their use borders on impolite and unsociable behavior, depending upon tone and circumstances. There are a number of polite forms of request and exhortation that are often substituted for the imperative.

All of the polite request forms use the subjunctive mood of the verb. Consider the conjugation of the subjunctive below.

	KE THUSE	RE THUSE
	O THUSE	LO THUSE
1	A THUSE	BA THUSE
2	O THUSE	E THUSE
	(etc.)	

The only changes occur in the 3rd person singular concord which becomes /A/ instead of the usual /O/, and the ending /E/ which replaces the regular /A/.

The negative is formed by placing SE between the subject concord and the verb stem.

	KE SE THUSE	RE SE THUSE
	O SE THUSE	LO SE THUSE
1	A SE THUSE	BA SE THUSE
2	O SE THUSE	E SE THUSE
	(etc.)	

One of the most common forms of polite request uses the formative /A/ followed by the concord and subjunctive verb. These expressions are similar in meaning to the use of *"Let..."* in English, and are used with 1st person singular and plural.

A KE THUSE.	*Let me help.*
A RE THUSE. (dual)	*Let us help.*
A RE THUSENG. (plural)	*Let us help.*

The "dual" form refers to only two people, while the "plural" makes reference to more than two and requires the suffix -NG on the verb stem.

These forms may be made negative by adding the SE, as indicated above, and may take object concords GO, LO, MO, and BA to further specify the person reference of the request.

A KE GO THUSE.	*Let me help you.*
A RE MO THUSENG.	*Let us help him.*
A RE SE BA THUSENG.	*Let's not help them.*
A RE SE YE KWA SEKOLONG.	*Let's not go to school.*
A RE GO BONTSHE DIPUDI.	*Let us show you the goats.*
A RE DI GO BONTSHE.	*Let us show you them.*
A RE SE DI MMONTSHE.	*Let's not show them to him.*

Note the order of the various concords and formatives in the order of the sentences.

(A) +	(SC) +	(neg.) +	(OC) +	(OC personal) +	(verb)
A	RÈ	SE	DI	MO	REKELE*

Let's not buy them (the goats) for him.

The order of elements shown here is typical but not inviolate. The general rule is that object concords placed closest to the verb stem are emphasized. Thus, when two object concords are possible, the one placed closest to the verb stem achieves a certain degree of emphasis. In reference to the example above, *them (the goats)* may be emphasized in the sentence by changing the order as follows:

A RE SE MO DI REKELE.
Let's not buy them for him.

A RE SE MO DI BONTSHE.
Let's not show them to him.

A RE SE DI MMONTSHE.
Let's not show them to him.

Also note from the examples above that there is no equivalent distinction in Setswana between the English *"to"* and *"for."*

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* REKELE *to buy for someone else*

K. Exercises:

1. Substitute the subject concord, object concord, noun or verb into the polite request, as in the example.

A KE GO TLISETSE* PITSA.

(MO) A KE MO TLISETSE PITSA.
(RE) ________________________________
(DIKOBO) ________________________________
(BA) ________________________________
(BONTSHE) ________________________________
(KE) ________________________________
(LO) ________________________________
(DIPONE) ________________________________
(MO) ________________________________
(DI) ________________________________
(RE) ________________________________
(KGOMO) ________________________________
(BA) ________________________________
(E) ________________________________
(neg.) ________________________________
(REKELE) ________________________________
(DIKGOMO) ________________________________
(MO) ________________________________

---

* TLISETSE *to bring something for someone else*

2. A "grab bag" of subject concords, object concords, nouns (w/OC), verbs and the negative marker SE is given below. Form 15 polite requests using the word given on each line and making up the rest of the sentence from the "grab bag."

KE	GO	TLISETSE(NG)	KGETSE (E)	SE (neg.)
RE	MO	REKELE(NG)	DILO (DI)	
	LO	BATLELE(NG) *	MAGAPU (A)	
	BA	BONTSHE(NG)	MOGALA (O)	

(KE) ______________________________

(MO) ______________________________

(BONTSHE) ______________________________

(E - KGETSE) ______________________________

(SE) ______________________________

(RE) ______________________________

(DI - DILO) ______________________________

(BATLE) ______________________________

(GO) ______________________________

(A - MAGAPU) ______________________________

(LO) ______________________________

(TLISE) ______________________________

(O - MOGALA) ______________________________

(REKELE) ______________________________

(BA) ______________________________

---

* BATLELE *to look for something for someone else*
MO + BATLELE = MMATLELE

L. Explication:

The polite requests shown above can be extended further with the addition of the infinitive verb after THUSE *"help,"* LEKE *"try,"* YE *"go,"* etc.

A KE GO THUSE GO APAYA BOGOBE.
Let me help you to cook the bogobe.
A RE BA THUSE GO BATLA DIKGOMO TSA BONE.
Let's help them to look for their cattle.
A RE YE GO REKA DIJO.
Let's go to buy food.
A RE YE GO BUA LE MODISE.
Let's go to talk with Modise.
A KE LEKE GO BATLA DIKGOMO.
Let me try to look for the cattle.
A RE LEKE GO BA THUSA GO DI BATLA.
Let's try to help them to look for them (the cattle).

Note the placement of the object concords, and the sequence of infinitives in the last example.

M. Exercise:

1. Substitute the subject concord, object concord, verb, noun or noun - OC into the sentence.

A RE YE GO BATLA DIPUDI.

(KE) ______
(GO BONA) ______
(DI) ______
(GO REKA) ______
(RE) ______
(MEGALA) ______
(LEKE) ______
(LETLALO) ______
(GO BATLA) ______
(LE) ______
(KE) ______
(THUSE) ______
(GO) ______
(SEME SA GAGO) ______
(RE) ______
(SE) ______

(MO)
(PITSE)
(GO BATLA)
(E)

N. Explication:

The subjunctive forms provide a simple polite alternative to the imperative command, particularly for 2nd person singular and plural.

O JE DIJO TSE.
You should/must eat this food.
O BATLE DITLHAKO TSA GAGO.
You should/must look for your shoes.
O SE YE KWA SEROWE GOMPIENO.
You should/must not go to Serowe today.

Note in the last example that the negative is also used to carry the meaning of a request or exhortation.

O. Exercise:

1. Change the imperative to a polite exhortation using the subjunctive form.

MPOTSE!	O MPOTSE.
MMONTSHENG DIPUDI!	(LO)
RE ISE KWA KEREKENG!	
BA FE MAGAPU ALE!	
BA THUSENG GO DI BATLA!	(LO)
MPATLELE* SELEPE!	
BA ROME KWA LEBENKELENG!	
RE RUTE SETSWANA!	
MO DUELENG!	(LO)
NKADIME MOGOMA WA GAGO!	
RE EMELE KWA LAPENG!	
SE BA DIRELE!	

---

* MPATLELE = MO + BATLELE *to look for...for someone else*

SE MO SUNE! ____________________
SE NKGANE! ____________________
SE RE ISE KWA MOTSENG! ____________________
SE MO RAGE! ____________________

P. **Explication:**

An even more polite form of request is expressed by an extended version of the /A/ plus subjunctive construction.

A NKE KE GO THUSE.
Do let me help you please.
A RE KE RE GO THUSE.
Do let us help you please.
A O KE O MO THUSE.
Do help him please.
A LO KE LO MO THUSE.
Do (plural "you") help him please.

This form uses the formative KE preceded by the object concord. It is particularly useful in expressing requests and exhortations with 2nd person reference, such as those in the last two examples.

Q. **Exercise:**

1. Substitute the subject concord, personal object concord, noun or verb into the sentence given, using the polite request form described above.

	A NKE KE GO THUSE.
(MO)	A NKE KE MO THUSE.
(RE)	____________________
(BONTSHE)	____________________
(BA)	____________________
(O)	____________________
(MO)	____________________
(LO)	____________________
(SELEPE)	____________________
(N)	____________________
(REKELE)	____________________
(BA)	____________________

(O) ____________________
(neg.) ____________________
(MATLALO) ____________________
(MO) ____________________

R. Explication:

The imperative and request constructions have introduced the pattern of having two object concords in a sentence. Usually one of these object concords refers to a person, and thus will be called the "personal object concord." Look at the conjugation below showing the personal object concords for singular and plural.

BA A SE MPHA.	*They give it (SELEPE) to me.*
BA A SE GO FA.	*They give it to you.*
BA A SE MO FA.	*They give it to him/her.*
BA A SE RE FA.	*They give it to us.*
BA A SE LO FA.	*They give it to you (pl.).*
BA A SE BA FA.	*They give it to them.*

Notice that the /A/ of the long present occurs in the sentence, since there is nothing following the verb.

The personal objects in these sentences are often preceded by *to* or *for* in English. In Setswana, there are no equivalents to the *to/for* prepositions and there are no distinctions made in the personal object concord to show the differences in meaning that can occur in English - e.g., *I wrote the letter to my mother; I wrote the letter for my mother*. There is a special form of the verb that is used to express the idea of "doing something for somebody." -ELA or -ETSA are usually added to the basic form of the verb, as shown below.

KWALA = KWALELA	*to write for another*
APAYA = APEELA	*to cook* " "
ROMELA = ROMELELA	*to send* " "
BITSA = BILETSA	*to call* " "
BEREKA = BEREKELA	*to work* " "
BALA = BALELA	*to read* " "
TLHATSWA = TLHATSWETSA	*to wash* " "
DISA = DISETSA	*to herd* " "
TLISA = TLISETSA	*to bring* " "
ISA = ISETSA	*to take* " "

It is often necessary to change to this form of the verb when there is a person object, or a personal object concord, in the sentence. Look at the examples below to get an idea of the meaning and usage of the two forms.

KE KWALA LOKWALO.	*I'm writing a letter.*
KE KWALELA JOHN LOKWALO.	*I'm writing John a letter.*
KE KWALELA JOHN.	*I'm writing to/for John.*
KE APAYA NAMA.	*I'm cooking meat.*
KE APEELA DIKELEDI NAMA.	*I'm cooking meat for Dikeledi.*
KE APEELA DIKELEDI.	*I'm cooking for Dikeledi.*
KE TLISA DIJO.	*I'm bringing food.*
KE TLISETSA DINEO DIJO.	*I'm bringing Dineo food.*
KE TLISETSA DINEO.	*I'm bringing (something) to/for Dineo.*

This is called the "applied" form of the verb. It is used to indicate that the action of the verb has reference to a particular person (or place). It is used when there is more than one object of the verb.

Observe the following sentences with the "applied" form of the verb employing the object concords to replace the noun objects.

KE KWALELA JOHN LOKWALO.
KE A LO MO KWALELA.

KE APEELA DIKELEDI NAMA.
KE A E MO APEELA.

KE TLISETSA DINEO DIJO.
KE A DI MO TLISETSA.

S. Exercises:

1. Replace the noun objects in the sentence with their object concords.

BA ISETSA MODISE DIKWALO.

BA A DI MO ISETSA.

RE APEELA BANNA DIJO.

NEO O BALELA SUSAN LOKWALO.

BA DISETSA PULE DIKGOMO.

RE TLISETSA BASETSANA DIKOBO.

KE ROMELELA DINEO LOKWALO.

MOSIMANE O BEREKELA MODISE.

KE BILETSA BASADI HELEN.

O TLHATSWETSA MOSADI DIAPARO.*

CLARENCE O KWALELA BILL LOKWALO.

---

* DIAPARO *clothes*

2. Substitute the noun, verb, SC, or OC into the sentence, and make the modifications indicated for (neg.) or (OC), which will signify that the noun objects should be replaced with their concords.

	KE TLISETSA DINEO MOSESE.
(REKELA)	KE REKELA DINEO MOSESE.
(MARY)	
(GO)	
(LEGAPU)	
(OC)	
(MO)	
(DITLHAKO)	
(ISETSA)	
(TSALA YA ME)	
(RE)	
(LOBONE)	
(OC)	
(BA)	
(MERCY)	
(neg.)	

3. Substitute the object concord for the noun given into the sentence, as in the example.

	RE A DI MO TLISETSA.
(MOSESE)	RE A O MO TLISETSA.
(MANGENA)	
(DIPONE)	
(BANNA)	
(SELEPE)	
(MATLALO)	
(MODISE)	
(MEGALA)	
(BAAGI)	
(PITSA)	
(BASADI)	
(MOSETSANA)	
(LOSELO)	

4. Use the "grab bag" of words below to make 12 sentences, using the word given on each line.

KE
RE
BA
MOREMI

GO
MO
RE
BA

TLISETSA
TLHATSWETSA
REKELA
ISETSA

(MOGALA) ________________________________

(DIPONE) ________________________________

(MAGAPU) ________________________________

(PUDI) ________________________________

(MOSESE) ________________________________

(DIKGARE) ________________________________

(DIAPARO) ________________________________

(PITSA) ________________________________

(SELEPE) ________________________________

(MAE) ________________________________

(MEGOMA) ________________________________

(LOKWALO) ________________________________

T. **Summary Exercise:**

Translate the following sentences into Setswana.

Don't buy it (the axe)!

____

Take them (the watermelons)!

____

Help us take him to the hospital!

____

Give them (the axes) to him!

____

Show it (the snake) to me!

____

Lend me the dress!

____

Give me the lamp!

____

Don't bring me the shoes!

____

Don't show it (the blanket) to them!

____

Let's show them (the goats) to him.

____

Let me help them to look for it (the well).

____

Let's not help them to look for the cattle.

Let's try to teach him to speak Setswana.

You should/must give me the whip.

You (pl.) should/must not go to school today.

Do let us help you to cook it (the food).

Do help him to write it (the letter).

The men gave (FALE) it (the bogobe) to us.

They are cooking the food for John's friends.

We are bringing it (the blanket) to them.

The women are washing them (the clothes) for us.

Modise isn't giving me the letter for you.

COMPLEX SENTENCE STRUCTURES

Unit Twelve

A. Objectives:

1. To explore the use of three types of complex sentences:
   a. two-verb sentences
   b. noun clauses with GORE
   c. "Because" sentences
2. Joining words and sentences with connectives.

B. Explication:

It is common in Setswana to employ a sentence pattern with two verbs. First, the regular verb is linked to the subject by person, number and tense, followed by a second verb in its infinitive form *"to (work),"* etc., in English and GO (BEREKA) in Setswana. The first verbs in the examples below are those that commonly take a second verb with the GO prefix.

KE YA GO BEREKA.
I'm going to work.
KE SIMOLOLETSE GO ITHUTA SETSWANA BEKE E E FETILENG.
I started to study Setswana last week.
KE BATLA GO BEREKA.
I want to work.
KE RATA GO BEREKA.
I like to work.
KE ITSE GO BEREKA.
I know (how) to work.
KE TSHWANETSE GO BEREKA.
I ought to work.
KE SOLOFELA GO BEREKA KAMOSO.
I hope to work tomorrow.
KE BATLA GO YA GO REKA DILO DINGWE KWA LEBENKELENG.
I want to go to buy something at the store.

There is nothing very complicated about the construction of these sentences, but it is important to watch out for meaning when changing the tense of the first verb. For example:

> KE RATILE GO ITHUTA SETSWANA.
> *I have liked to study (studying) Setswana.*

This might be an inference by a volunteer that he or she had enjoyed the language course. In Setswana, however, the implication is that while you enjoyed studying Setswana at that time, you do not enjoy it anymore. Thus, "liking" is kept in the present tense unless the "liking" is over - i.e., you don't "like" something anymore.

Most other two-verb sentences are similar in meaning to the English translation.

C. Exercises:

1. Substitute the word given into the sentence.

KE SIMOLETSE GO BEREKA KWA OFISING* MAABANE.

(SEPATELENG)

(BASADI)

(GO RUTA)

(SEKOLONG)

(BATLILE)

(RE)

(GO YA)

(KAMOSO)

(LEBENKELENG)

(SOLOFELA)

(GO REKA)

(NAMA)

(DIKELEDI)

(DITLHAKO)

(GOMPIENO)

(TSHWANETSE)

---

* OFISI/DI- *office*

2. The combination of ITSE with a second verb in this construction means *"I know how to..."* Make 10 "how to" sentences below, starting with KE ITSE as in the example.

KE ITSE GO BEREKA KWA OFISING.

3. Make a two-verb sentence using the two verbs given. Explore the use of object concords, negatives, and tenses to get a better idea of the possibilities.

(YA) (BONA)
(SOLOFELA) (YA)
(SIMOLOLA) (ITHUTA)
(TSHWANETSE) (KWALA)
(RATA) (APAYA)
(ITSE) (BUA)
(SIMOLOLA) (BEREKA)
(RATA) (NWA)
(SOLOFELA) (BALA)
(YA) (REKA)
(ITSE) (LEMA)
(TSHWANETSE) (YA)
(SOLOFELA) (YA) (BONA)
(BATLA) (YA) (REKA)
(TSHWANETSE) (YA) (BUA LE)

4. Add or substitute the words given into the sentence and make the modifications indicated. (OC) will signify that the object concord(s) should be substituted for the noun objects in the sentence.

KE BATLILE GO REKA DIAPARO MAABANE.

(YA) ____________________

(OC) ____________________

(RE) ____________________

(?) ____________________

(neg.) ____________________

(GO BATLA) ____________________

(BASADI BALE) ____________________

(DIPUDI) ____________________

(KAMOSO) ____________________

(SIMOLOLA) ____________________

(OC) ____________________

(ITSE) ____________________

(KE) ____________________

(DIKGONG) ____________________

(BATLA) ____________________

(GO REKA) ____________________

(?) ____________________

(neg.) ____________________

D. Explication:

Object noun clauses are common in Setswana and are introduced with the word GORE. These are two-verb sentences where the second verb has a subject and sometimes an object, and the whole clause functions as the object of the first verb in the sentence. For example:

KE ITSE GORE O TLA TLA KAMOSO.
I know that he will come tomorrow.

The clause GORE O TLA TLA KAMOSO answers the question of "what do I know?" and thus functions as the object of that sentence.

Object noun clauses are most common with certain verbs, as shown in the examples below.

KE ITSE GORE BA TLA REKA DIPONE KAMOSO.
I know that they will buy lamps tomorrow.
KE BONA GORE GA BA NA DIKGOMO.
I see that they don't have cattle.
KE UTLWILE GORE O REKILE DITLHAKO.
I heard that she bought shoes.
KE BOLELETSE* JOHN GORE KE TLA BONA TSALA YA GAGWE.
I told John that I will see his friend.
KE GOPOTSE* GORE O NE A LE KWA LAPENG MAABANE.
I remembered that he was at home yesterday.
KE DUMELA* GORE BA TLA YA SEROWE KAMOSO.
I believe that they will go to Serowe tomorrow.
KE LEMOGA* GORE GA BA RATE GO BEREKA.
I am aware that they don't like to work.
KE LORILE* GORE RE TLA BO RE NA LE MADI.
I dreamed that we will be having money.
KE AKANYA* GORE KE TLA YA TIRONG.
I think that I will go to work.

---

* BOLELELA/BOLELETSE	*to tell someone else*
* GOPOLA/GOPOTSE	*to remember*
* DUMELA/DUMETSE	*to believe/agree*
* LEMOGA/LEMOGILE	*to be aware*
* LORA/LORILE	*to dream*
* AKANYA/AKANTSE	*to think, ponder, consider*

A cautionary note. Translation is at best an imperfect process of transferring meaning from one language to another. The translations of the examples given are approximations that will vary in accuracy, depending upon usage and context. As you begin to apply these words and structures to new situations, and use them with different tenses, you should check to make sure that you are correct and are saying what you intend to say. The same caution applies to your interpretation of what others say.

E. Exercises:

The first verb in the sentence is often susceptible to a range of interpretation relative to English. Use the next two exercises to explore this type of construction.

1. Complete the sentence.

KE ITSE GORE ____________________

KE BONA GORE ____________________

KE UTLWILE GORE ____________________

KE BOLELETSE JOHN GORE ____________________

KE GOPOTSE GORE ____________________

KE DUMELA GORE ____________________

KE LEMOGA GORE ____________________

KE LORILE GORE ____________________

KE AKANYA GORE ____________________

2. Complete the sentence in the negative.

GA RE ITSE GORE ____________________

GA KE BONE GORE ____________________

GA BA A UTLWA GORE ____________________

NEO GA A A BOLELELA JOHN GORE ____________________

GA LO A GOPOLA GORE ____________________

GA KE DUMELE GORE ____________________

GA A LEMOGE GORE ____________________

GA BA A LORA GORE ____________________

GA RE AKANYE GORE ____________________

3. Combine the sentence into a question. Answer it.

KE A ITSE. MODISE GA A KITLA A TLA KAMOSO.

GA RE A BONA. BA REKILE SELEPE.

KE UTLWILE. DIKELEDI GA A A APAYA DIJO TSA RONA.

GA BA A BOLELELA TOM. GA BA NA DIPITSE.

KE A GOPOLA. SEDIBA GA SE GAUFI LE SETLHARE.

KE DUMALANA* LE DINEO. BOGOBE BO MOLELO THATA.

BA LEMOGILE. MONGWE* O TLA TLA.

O LORILE. RRAAGWE* GA A YA GO REKA PUDI ELE.

GA RE AKANYE. BASIMANE BA TSHWANETSE GO TSHAMEKA.

---

* DUMALANA	*to agree with each other*
* MONGWE	*someone*
* RRAAGWE	*his father*

F. Explication:

There is a second group of object noun clauses in Setswana that we shall call "clauses of purpose." These clauses typically occur with the verbs shown in the examples below, and suggest that "something is to be done."

KE BATLA GORE BA BEREKE MAITSEBOA.
I want them to work this afternoon.
KE RATA GORE RE YE KWA TOROPONG.
I like us to go to town.
KE BOLELETSE MOREMI GORE A BAAKANYE* BAESEKELE*.
I told Moremi to fix the bicycle.
KE MO KOPILE GORE A MPONE KAMOSO.
I asked him to see me tomorrow.

You will observe in the examples above that GORE is followed by the subjunctive form of the verb. You will also notice that the literal translation of the clause will be (in example #1) *"I want that they work this afternoon,"* (example #2) *"I like that we go to town,"* (example #3) *"I told Moremi that he...,"* etc. The translation given, however, is more indicative in English of the idea of the "clause of purpose."

---

* BAAKANYE (BAAKANYETSE)	*to fix*
* BAESEKELE	*bicycle*

G. Exercises:

1. Combine the sentences into a question. Answer it. (Remember: change the 2nd verb to the subjunctive.)

KE A BATLA. DINEO O TLISA DIKOBO TSELE.

GA BA BATLE. MORUTI O FITLHELA LOKWALO LWA GAGWE.

KE A RATA. BA A DUMELANA.

BA A RATA. RE YA GO BA BONA.

GA KE RATE. NANCY O BEREKA KWA FRANCISTOWN.

BA MPOLELETSE. KE BA FA DILO TSA BONE.

RE BA BOLELETSE. BA GOROGA KWA TIRONG KAMOSO.

KE MO BOLELETSE. O TLOGELA MAE KWA LEBENKELENG.

RE BA KOPILE. BA RE REKELA MATLALO.

O NKOPILE. KE MO ADIMA MOGOMA WA ME.

2. Complete the sentences with object noun "clauses of purpose."

RE BATLA GORE ______________________________

GA KE BATLE GORE ______________________________

GA RE RATE GORE ______________________________

BA RATA GORE ______________________________

KE BA BOLELETSE GORE ______________________________

O MPOLELETSE GORE ______________________________

GA RE A MO BOLELELA GORE ______________________________

GA RE A BATLA GORE ______________________________

BA RE KOPILE GORE ______________________________

RE MO KOPILE GORE ______________________________

GA KE A KOPA MOREKISI GORE ______________________________

MORUTI WA RONA O RATA GORE ______________________________

H. Explication:

Two-verb sentences and noun clauses are also used to include *"How," "What," "Where," "When,"* and *"Whose"* clauses in the sentence. Look at the examples below.

KE ITSE GO APAYA NAMA.
I know how to cook meat.
KE ITSE GORE O BATLANG.*
I know what he wants.
KE ITSE GORE SEKOLO SE KAE.
I know where the school is.
KE ITSE GORE O TLA LENG.
I know when he will come.
KE ITSE GORE KE SELEPE SA GA MANG.
I know whose axe it is.

The pattern shown will remain consistent with a broad range of vocabulary, but some care must be taken with the choice and tense of the first verb.

---

* BATLA + ENG = BATLANG

I. **Exercises:**

1. Complete the sentence with a clause of (How), (What), (Where), (When), or (Whose), as indicated. Watch for "clauses of purpose."

(What) KE ITSE GORE ______

(Where) GA KE ITSE GORE ______

(How) GA BA ITSE ______

(Whose) RE ITSE GORE ______

(When) GA A ITSE GORE ______

(How) BA TLA MPONTSHA GORE ______

(What) RE TLA MO FA GORE ______

(Where) BA MPODITSE GORE ______

(When) KE BA GAKOLOTSE GORE ______

(Whose) O MPOLELETSE GORE ______

(Where) KE MO BONTSHITSE GORE ______

(How) GA KE A BONA ______

2. Respond to the first statement with a "polite request." Use the verb given in the reply.

GA KE ITSE GO APAYA NAMA.
A RE GO THUSE GO E APAYA. (THUSE)

GA KE ITSE GO APAYA BOGOBE.
(BONTSHE)

GA KE ITSE GO BALA SETSWANA.
(RUTE)

GA KE ITSE GORE KE YE KAE.
(BONTSHE)

GA KE ITSE GORE BA TLE LENG.
(BOLELELE)

GA BA ITSE GORE BA REKE ENG.
(BOLELELE)

NEO GA A ITSE GORE TSALA YA GAGWE E KAE.
(BONTSHE)

GA BA ITSE GO TLHOMA* MEROGO*.
(RUTE)

DINEO GA A ITSE GO BINA*.
(RUTE)

GA RE ITSE GORE NGAKA E GOROGA LENG.
(BOTSE)

GA RE ITSE GORE BA FITLHETSE ENG.
(BOTSE)

---

* TLHOMA (TLHOMILE) *to plant*
* MEROGO *vegetables*
* GO BINA (BINNE) *to dance*

J. Explication:

Look at the following examples for asking the question *"Why?"* and responding with a complex sentence using *"...because....."*

KA GORENG A NE A ITHUTA SETSWANA?
Why did he study Setswana?
O ITHUTILE SETSWANA KA GORE O BATLA GO SE BUA.
He studied Setswana because he wants to speak it.

KA GORENG O NE WA YA LOBATSE?
Why did you go to Lobatse?
KA GORE KE NE KE BATLA GO BONA JOHN.
Because I wanted to see John.

KA GORENG BA REKISITSE DIKGOMO TSA BONE?
Why did they sell their cattle?
BA DI REKISITSE KA GORE BA TLHOKA* MADI*.
They sold them because they need money.

The response to the question with KA GORENG takes the regular tense forms. However, the question KA GORENG must be followed by the participial form of the verb. These forms vary somewhat from the regular tense forms covered to date. Note the differences in the 3rd person singular which takes the SC /A/ instead of /O/, and the negative forms where SA replaces GA.

Present Participial Positive:	KE BATLA	RE BATLA
	O BATLA	LO BATLA
	A BATLA	BA BATLA
Present Participial Negative:	KE SA BATLE	RE SA BATLE
	O SA BATLE	LO SA BATLE
	A SA BATLE	BA SA BATLE

---

* TLHOKA (TLHOKILE) *to need*
* MADI *money*

Perfect Participial Positive:	KE BATLILE	RE BATLILE
	O BATLILE	LO BATLILE
	A BATLILE	BA BATLILE
Perfect Participial Negative:	KE SA BATLA	RE SA BATLA
	O SA BATLA	LO SA BATLA
	A SA BATLA	BA SA BATLA
Past Participial Positive:	KE NE KA BATLA	RE NE RA BATLA
	O NE O BATLA	LO NE LO BATLA
	A NE A BATLA	BA NE BA BATLA
Past Participial Negative:	KE SA KA KA BATLA	RE SA KA RA BATLA
	O SA KA WA BATLA	LO SA KA LWA BATLA
	A SA KA A BATLA	BA SA KA BA BATLA
Future Participial Positive:	KE TLA BATLA	RE TLA BATLA
	O TLA BATLA	LO TLA BATLA
	A TLA BATLA	BA TLA BATLA
Future Participial Negative:	KE SE KITLA KE BATLA	
	O SE KITLA O BATLA	
	A SE KITLA A BATLA	
	RE SE KITLA RE BATLA	
	LO SE KITLA LO BATLA	
	BA SE KITLA BA BATLA	

(Note: Participial forms for noun classes 2 - 9 will use their regular SC's and follow the patterns above.)

Copulative constructions are formed in the participial by adding LE in the positive and SE in the negative. Note the following examples:

Identificative KE LE NGAKA.
Copulatives: KE SE NGAKA.

Past and future identificative copulatives include the participial; thus, there is no separate form.

Descriptive KE LE MOLEELE.
Copulatives: KE SE MOLEELE.

Past and future differ from regular forms only in the third person singular SC.

Associative KE NA LE SELEPE.
Copulatives: KE SE NA SELEPE.

First and second persons differ in tone from the regular, and all tenses of the participial use /A/ instead of /O/ in the third person singular.

Keep in mind that these and other participial forms are only employed in special circumstances such as with KA GORENG. They will not occur as isolated sentences as the examples above. Consider the sentences below to get an idea of their use in context.

KA GORENG KE LE NGAKA?
Why am I a doctor?
KA GORENG KE SE NGAKA?
Why am I not a doctor?
KA GORENG KE LE MOLEELE?
Why am I tall?
KA GORENG KE SE MOLEELE?
Why am I not tall?
KA GORENG KE NA LE SELEPE?
Why do I have an axe?
KA GORENG KE SE NA SELEPE?
Why don't I have an axe?

GA BA A REKA SEPE.*

?

L. **Explication:**

A number of connective words are used in Setswana to combine sentences and words. Their usage is structurally quite simple and all those listed below do not affect the words or sentences that they join. Exact meaning is sometimes elusive, however, and depends upon the context of the sentence. Thus, one must take the usual care in depending upon the English translation to convey exact meaning.

LE *(and, with)*

Compounding subjects and objects is usually accomplished with LE placed between the two words signifying *"and"* or *"with."* Look at the examples below.

MOSIMANE LE MOSETSANA BA A TSHAMEKA.
The boy and the girl are playing.
MOREKISI O BATLA GO BUA LE WENA.
The storekeeper wants to talk with you.
BA JELE BOGOBE LE NAMA.
They ate porridge and meat.
KE BONA DIKGOMO LE DIPUDI LE DIPITSE.
I see cattle, goats and horses.
RE YA GO JA LE GO NWA.
We are going to eat and drink.

---

* SEPE *nothing (used in negative sentences)*

MME *(but)*

KE BATLA GO REKA DIAPARO MME GA KE NA MADI.
I want to buy clothes, but I don't have money.
BA TLA TLA GOMPIENO MME GA KE ITSE GORE LENG.
They will come today, but I don't know when.
RE ITHUTILE SETSWANA MME RE SE BUA GOLEGONNYE FELA.
We studied Setswana, but we speak it a little only.

This connective is sometimes translated as *"and,"* but only in those cases where *"and"* and *"but"* are interchangeable in English.

GAPE *(and then, furthermore)*

O TLA APAYA DIJO GAPE RE TLA JA.
She will cook the food, and then we will eat.
O NA LE DIKGOMO GAPE O NA LE DIPUDI.
He has cattle; furthermore, he has goats.
BA NE BA YA LOBATSE GAPE BA NE BA YA KANYE.
They went to Lobatse, and then they went to Kanye.

FELA *(only, however, but, nevertheless)*

BA BATLA GO YA MAUN FELA GA BA NA MADI.
They want to go to Maun, only they don't have money.
O SIMOLOLA GO APAYA DIJO FELA GA RE ITSE GORE TSALA YA RONA E TLA GOROGA LENG.
She is starting to cook the food; however, we don't know when our friends will arrive.

LEFA *(even if, although)*

LEFA must be followed by the participial form of the verb.

KE BATLA GO YA MAUN LEFA KE SE NA MADI.
I want to go to Maun, although I don't have money.
KE YA GO BA BONA LEFA PULA E NA.
I'm going to see them, even if it rains.

GA BA A REKA SEPE.*

?

L. Explication:

A number of connective words are used in Setswana to combine sentences and words. Their usage is structurally quite simple and all those listed below do not affect the words or sentences that they join. Exact meaning is sometimes elusive, however, and depends upon the context of the sentence. Thus, one must take the usual care in depending upon the English translation to convey exact meaning.

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KE BONA DIKGOMO LE DIPUDI LE DIPITSE.
I see cattle, goats and horses.
RE YA GO JA LE GO NWA.
We are going to eat and drink.

---

* SEPE *nothing (used in negative sentences)*

MME *(but)*

KE BATLA GO REKA DIAPARO MME GA KE NA MADI.
I want to buy clothes, but I don't have money.
BA TLA TLA GOMPIENO MME GA KE ITSE GORE LENG.
They will come today, but I don't know when.
RE ITHUTILE SETSWANA MME RE SE BUA GOLEGONNYE FELA.
We studied Setswana, but we speak it a little only.

This connective is sometimes translated as *"and,"* but only in those cases where *"and"* and *"but"* are interchangeable in English.

GAPE *(and then, furthermore)*

O TLA APAYA DIJO GAPE RE TLA JA.
She will cook the food, and then we will eat.
O NA LE DIKGOMO GAPE O NA LE DIPUDI.
He has cattle; furthermore, he has goats.
BA NE BA YA LOBATSE GAPE BA NE BA YA KANYE.
They went to Lobatse, and then they went to Kanye.

FELA *(only, however, but, nevertheless)*

BA BATLA GO YA MAUN FELA GA BA NA MADI.
They want to go to Maun, only they don't have money.
O SIMOLOLA GO APAYA DIJO FELA GA RE ITSE GORE TSALA YA RONA E TLA GOROGA LENG.
She is starting to cook the food; however, we don't know when our friends will arrive.

LEFA *(even if, although)*

LEFA must be followed by the participial form of the verb.

KE BATLA GO YA MAUN LEFA KE SE NA MADI.
I want to go to Maun, although I don't have money.
KE YA GO BA BONA LEFA PULA E NA.
I'm going to see them, even if it rains.

M. Exercise:

1. Make three sentences with each of the connectives.

LE

MME

GAPE

FELA

LEFA

N. **Summary Exercise:**

Translate the following sentences into Setswana.

I want to see them tomorrow.

____

Dineo and I like to go to buy things at the store.

____

We ought to go to work, but we will stay (NNA) at home.

____

I hope to see Neo, but I don't know when he will arrive.

____

I like to eat, but I don't know how to cook anything.

____

I told John that I will see him at work.

____

He didn't remember when I will arrive.

____

Are they aware that Dikeledi has gone to the hospital?

____

They want me to work for them tomorrow.

____

We told them to bring the food to the cattle post.

____

The teacher asked us to start reading.

____

Do you know where the hospital is?

____

They want to show us how to wash clothes at the river.

____

Why isn't he going to sell their cattle?

____

Because his father doesn't want him to sell them.

____

Why do you need to see Moremi?

____

Because he is going to show me how to play soccer.

____

They bought food and then they bought beer.

____

She is going to give him the money, even if he doesn't need it.

____

They are coming to see the doctor; however he has gone to the village.

____

RELATIVE CONSTRUCTIONS

Unit Thirteen

A. Objectives:

1. Direct relative clauses - e.g., *"I know the woman who is working"*
2. Indirect relative clauses - e.g., *"The woman that I know is working."*

B. Explication:

Direct relative constructions are similar to adjectives in concept, since they tell us more about a noun in the sentence. In meaning they are often interchangeable with adjectives as in *"the tall man"* (adjective); *"the man who is tall"* (relative construction). In Setswana the direct relative construction is often used where we would use an adjective in English. This is because in English it is easier and more efficient to use the shorter adjective. In Setswana, the adjective is not shorter, and thus direct relative constructions are as frequent as, or more frequent than, adjective constructions. In the translation to English, however, it makes little difference whether the adjective or relative is used.

The knife which is sharp = the sharp knife
The cow which is thin = the thin cow
The chief who is wise = the wise chief

The direct relative is formed by using a special concord which consists of the demonstrative concord for *"this"* plus the subject concord. For example:

THIPA	E	E	BOGALE
(noun)	(*"this"* concord)	(subject concord)	(relative stem)

The knife which is sharp

The relative stems are derived from nouns and adverbs which suggest some special quality or characteristic of the noun.

The concords for the direct relatives are as follows:

1st		YO KE	BA RE
2nd		YO O	BA LO
3rd	1	YO A	BA BA
	2	O O	E E
	3	LE LE	A A
	4	SE SE	TSE DI
	5	E E	TSE DI
	6	LO LO	TSE DI
	7	BO BO	A A

A list of relative stems follows. It is excerpted from D.T. Cole's Introduction to Tswana Grammar, * pp. 173-178.

KAE?	*how much/big?*	MOKODUE	*thin*
KANA	*as big as this*	MONATE	*nice*
KALO	*as big as that*	MOTLHOFO	*light*
KGOPO	*crooked*	SEGO	*lucky*
TALA	*raw, unripe*	SETSHWAKGA	*lazy*
TLHAGA	*wild, smart*	SETSWERERE	*adept, neat*
BOI	*cowardly*	THATA	*hard*
BOGALE	*sharp, fierce*	TSIDIDI	*cold*
BOKETE	*heavy*	PELO	*heart*
BOKGWABO	*tame*	PELO-NAMAGADI	*soft-hearted*
BONYA	*slow*	PELO-KHUTSHWANE	*impatient*
BOSULA	*bad, unpleasant*	PELO-TELELE	*patient*
BOTHITHO	*warm*	PELO-TSHETLHA	*greedy*
BOTLHALE	*wise, clever*	PELO-KGALE	*brave*
BOTLHOKO	*painful, bitter*	PELO-TSHULA	*evil-hearted*
BOTSHE	*sweet*	PELO-ETHATA	*hard-hearted*
BONOLO	*kind-hearted*	TLHOGO-ETHATA	*hard-headed*
LEHUFA	*jealous*	TLHOGO-TONA	*big-headed*
LESWE	*dirty, filthy*	MORIRI-MOLEELE	*long-haired*
LOROLE	*dusty*	MADI-MABE	*unlucky*
MAAKA	*lying*	DITEME-PEDI	*two-tongued*
MAATLA	*strong*	DIKGOMO-DINTSI	*many-cattled*
MABELA	*fussy*		
MAHURA	*fatty, oily*		
MAKGAKGA	*impudent*		
MASWE	*ugly, evil*		
METSE	*wet*		
MOLELO	*hot*		

This is far from a complete list, but it gives a good idea of the range of possibilities.

---

* D.T. COLE, An Introduction to Tswana Grammar, Longmans. Cape Town, 1975.

Consider the following examples of the use of the relative construction:

MONNA YO O BOTLHALE O TSILE KWA MOTSENG.
The man who is wise came to the village.
GA BA A JA NAMA E E MAHURA.
They didn't eat the meat which is fatty.
RE NE RE SE NA METSE A A MOLELO.
We didn't have hot water.
KGOMO E E MOKODUE E NWA KWA NOKENG.
The cow which is thin is drinking at the river.

Notice the use of locative expressions:

KGOMO E E KWA NOKENG E A NWA.
The cow which is at the river is drinking.
BASIMANE LE BASETSANA BA BA KWA SEKOLONG BA A ITHUTA.
The boys and girls who are at school are studying.

The relative constructions shown above all use the copulative construction which is used in Setswana in place of the verb *"to be."* Clauses with other verbs are possible and require the participial form of the verb with the ending -NG. This distinction is clearest in the negative and 3rd person singular where the participial differs from the regular form of the verb.

MONNA YO O SE NANG DIKGOMO O A NTHUSA.
The man who doesn't have cattle helped me.
MOSETSANA YO O SA APAYANG O BATLA DIKGONG.
The girl who isn't cooking is looking for firewood.
BANA BA BA ROBETSENG GA BA KITLA BA TSAMAYA LE RONA.
The children who have slept will not go with us.

C. Exercises:

1. Substitute the noun or relative stem given into the sentence. Make necessary changes to concords, etc.

MONNA YO O BONOLO O A JA.

(MORUTI)
(BASADI)
(MAKGAKGA)
(BASIMANE)
(SETSHWAKGA)
(SEGO)
(MOSETSANA)
(LEHUFA)
(SETSWERERE)
(MOREKISI)
(PELO-TSHETLHA)
(PELO-TSHULA)
(BAKGWETSI)
(MAATLA)
(BOSULA)
(PELO-TELELE)

2. Combine the noun and the relative stem given, and make a complete sentence.

(NGAKA) (BONOLO) __________

(KGOSI) (PELO-ETHATA) __________

(BATSUMI) (PELO-KGALE) __________

(MOREMI) (SETSHWAKGA) __________

(DIPUDI) (KWA NOKENG) __________

(SELEPE) (BOGALE) __________

(LEGAPU) (BOTSHE) __________

(LOBILA) (KGOPO) __________

(DITLHAKO) (LESWE) __________

(PITSA) (MOLELO) __________

(MOGOMA) (MOTLHOFO) __________

(MAE) (TALA) __________

(DIKOBO) (METSE) __________

(MOOKI) (PELO) __________

3. Add a relative construction to the sentence using the relative stem given.

(DIKGOMO-DINTSI) MONNA O TLA TLA GO RE BONA.

____

(MABELA) MOSADI O BUA THATA.

____

(TSIDIDI) BANA GA BA A JA BOGOBE.

____

(PELO-TSHETLHA) MOREKISI GA A BATLA GO REKA MAGAPU.

____

(MADI-MABE) MONNA O BATLA GO RE REKISETSA DIKGOMO.

(METSE) MOSIMANE O MPHILE DIKOBO.

(MAATLA) MOAGI O RE THUSA GO BEREKA.

(TLHAGA) BA BATLILE GO REKISA PITSE.

(BOKETE) RE TLOGETSE MOGOMA KWA MASIMONG.

(LESWE) BASADI BA TSHWANETSE DIAPARO KWA NOKENG.

(MONATE) GA KE ITSE KA GORENG A SA BATLE DIJO.

(MASWE) MOSADI GA A BATLA GO RE ADIMA DIKGONG.

D. Explication:

Direct relative constructions may also be made where there are two verbs involved rather than the copulative *("to be")* construction used above. For example:

KE BONA MOSIMANE.	MOSIMANE O TSHAMEKA.
I see the boy.	*The boy is playing.*

KE BONA MOSIMANE YO O TSHAMEKANG.
I see the boy who is playing.

Notice that the direct relative concord replaces the subject concord on the second verb, and the verb takes the ending -NG. Remember that the subject of the relative construction must be the same as the noun it refers to in a direct relative construction.

E. **Exercise:**

1. Combine the two sentences to form one sentence with a direct relative clause, as in the example.

MOSETSANA O A TLA. MOSETSANA O BATLA GO RE THUSA.
MOSETSANA YO O TLANG O BATLA GO RE THUSA.

MONNA O A NTHUSA. MONNA O ILE KWA KEREKENG.

KE ITSE MOSIMANE. MOSIMANE O NA LE SELEPE.

JOHN O YA GO BATLA DIPUDI. DIPUDI DI NWA KWA NOKENG.

BATHO BA YA SEROWE. BATHO BA TLA RE REKELA DIJO.

BASADI BA TLHATSWITSE DIAPARO. BA RE BONTSHA GO APAYA.

BA BONE MOAGI. MOAGI O REKILE SELEPE MAABANE.

RE FILE BANA MAGAPU. BANA BA TSHAMEKA KWANTLE.

RE BUILE LE MONNA. MONNA O NE* A TSOMA* DITAU.

O BOTSE MOSADI GORE SEKOLO SE KAE. MOSADI O APAYA.

KE KWALETSE MOSADI LOKWALO. MOSADI O NNA MOCHUDI.

KE NE KA YA GO BONA KGOSI. E BATLA GO REKA DIKGOMO.

GA BA ITSE BAOKI. BA TLA GO BEREKA KWA SEPATELENG.

* NE takes the -NG ending for the direct relative construction in the regular past.
* GO TSOMA (TSOMILE) *to hunt*

F. Explication:

The indirect relative construction is that which refers to the following types of combinations.

NEO O RATA DIPUDI.	KE REKILE DIPUDI.
Neo likes the goats.	*I bought the goats.*

NEO O RATA DIPUDI TSE KE DI REKILENG.
Neo likes the goats that I bought.

KE BONE MONNA.	TOM O ITSE MONNA.
I saw the man.	*Tom knows the man.*

KE BONE MONNA YO O MO ITSENG.
I saw the man that Tom knows.

Notice that the noun that is being described is not the subject of the construction which follows it. This is the characteristic which distinguishes the indirect relative construction.

The concords used for the indirect relative are simply the first part of the direct relative concord.

1	YO	BA
2	O	E
3	LE	A
4	SE	TSE
5	E	TSE
6	LO	TSE
7	BO	A

Using these concords, the construction is formed according to the following pattern.

(noun antecedent)	(ind. re. concord)	(noun)	(SC)	(OC)	(verb + NG)
...MONNA	YO	NEO	A	(M)*	MONENG
the man that Neo saw					
...LEBONE	LE	TOM	A	LE	REKILENG
the lamp that Tom bought					
...DIKGOMO	TSE	BOB	A	DI	MPHILENG
the cattle that Bob gave me					
...LOKWALO	LO	SUE	A	LO	FITLHETSENG
the book that Sue found					

* MMONENG = MO + BONE + NG

The indirect relative concord introduces the construction and may be followed by the noun, or the subject concord representing the noun subject of the construction. The object concord is next and must always be used in this pattern. Any additional objects, such as shown in example #3, are next, and finally the verb stem gets the ending -NG. Remember that the participial form of the verb must be used in the indirect relative construction.

G. Exercises:

1. Combine the following sentences into one, including an indirect relative construction.

BA ITSE MONNA. KE TLA BONA MONNA KAMOSO.
BA ITSE MONNA YO KE TLA MMONANG KAMOSO.

KE SETSE LEBONE. MOREMI O REKILE LEBONE.

BA MPONTSHA DIKGOMO. KE BATLA GO REKA DIKGOMO.

BA FITLHETSE DILO. KE TLISA DILO.

MOSIMANE O MPHILE MOGALA. BAAGI BA BATLA MOGALA.

RE TLHOMILE MEROGO. LO JA MEROGO.

BA ILE KWA MOTSENG. GA KE ITSE MOTSE.

MODISE O BUILE LE MOREKISI. RE ITSE MOREKISI.

MOREKISI GA A NA MANGENA. KE BATLA GO REKA MANGENA.

TSALA YA ME E RATA SELEPE. KE MO ADIMILE SELEPE.

DIKELEDI GA A BONA LOGADIMA. KE BONE LOGADIMA.

2. Complete the sentence with an indirect relative construction which corresponds to the concord given.

BA REKILE DIKGARE TSE... (RE DI FITLHETSENG KWANTLE)

RE YA GO BONA MOTSE... ______

GA KE NA DIKGETSE TSE... ______

BA MPONTSHETSE SETLHARE SE... ______

A RE YE GO BONA MONNA YO... ______

GA KE ITSE GO APAYA DIJO TSE... ______

RE BATLA GO BONA MATLALO A... ______

GA BA A TSEYA MOSESE O... ______

GA O A NKADIMA DITLHAKO TSE... ______

KE ITSE KGOSI E... ______

MARY O REKILE LOKWALO LO... ______

RE BONE MOGOBE O... ______

BA RATA MAGAPU A... ______

GA RE A BONA LERU LE... ______

O TLA TLISA THIPA E... ______

H. Summary Exercise:

Translate the following sentences into Setswana.

Neo has a knife which is sharp.

______

The chief has a horse which is as big as this.

______

The teacher has spoken to the boys who are impudent.

The hard-headed woman started to pick up the wet wood.

The impatient teacher told the lazy boys to study.

The men who were at the store are looking for Neo.

The doctor who helped him is coming to eat with us.

Where are the cows from that are drinking at the river?

I don't know the boy who is working at the store.

I haven't seen the axe that States bought yesterday.

Where is the plow that Mogorosi brought from the lands?

The doctor gave them the shoes that we saw in town.

I asked him to fix the bicycle that I bought in Pilane.

Let us show you how to cook the porridge that we eat.

QUANTITIES AND COMPARISONS

Unit Fourteen

A. Objectives:

Learning to express quantities and comparisons in Setswana to include:

1. *"One/some, a certain," "both"* and *"all"*
2. *"Many/much," "few/a little"* and numbers 1-10
3. *"Like/the same"* and *"different/different from"*
4. *"...-er than"* and superlatives

B. Explication:

The idea of *"one, a certain"* in the singular, and *"some"* in the plural, is conveyed by the following set of concords.

1	MONGWE	BANGWE
2	MONGWE	MENGWE
3	LENGWE	MANGWE
4	SENGWE	DINGWE
5	NNGWE	DINGWE
6	LONGWE	DINGWE
7	BONGWE	MANGWE

Look at the following examples to get an idea of how these are used in a sentence.

KE BATLA GO BUA LE MOTHO MONGWE.
I want to speak with a certain man.
O MPHILE DILO DINGWE.
He gave me some things.
BA KOPA GO BONA PITSE NNGWE.
They asked to see one (a certain) horse.
BANNA LE BASADI BA REKILE DIJO DINGWE.
The men and women bought some food.
MONNA YOLE O NA LE MATLALO MANGWE.
That man has some skins.

Note that the *"one"* referred to in the preceding examples relates closest to the idea of *"a"* in English. In Setswana, as in English, there is often little need to discriminate between *"one"* and *"a."* When it is necessary to express the idea of *"one, only one"* the word FELA is often attached to the -NGWE form.

KE BATLILE LEGAPU LENGWE-FELA.
He wanted only one watermelon.
MOSETSANA YOLE O NA LE MOSESE MONGWE-FELA.
That girl has only one dress.

These forms are also linked with the connective LE to mean *"any"* in some cases.

BA BATLA GO BUA LE MOTHO MONGWE LE MONGWE.
They want to speak with anyone.
MOAGI O YA GO REKA SELEPE SENGWE LE SENGWE.
Moagi is going to buy any axe.
GA RE YE GOLO GONGWE LE GONGWE.
We are not going any place.

C. Exercise:

1. Substitute the word into the sentence and make any concord changes that are required.

RE BATLA GO BONA MOTHO MONGWE.

(NGAKA) ______________________________
(LEGAPU) ______________________________
(BARUTI) ______________________________
(DIKGOMO) ______________________________
(LOKWALO) ______________________________
(MOSESE) ______________________________
(MANGENA) ______________________________
(DILO) ______________________________
(LOBONE) ______________________________
(SETLHARE) ______________________________

D. Explication:

The negative idea of *"any, some"* is usually conveyed by the same set of concords used above attached to the stem -PE.

1	OPE	BAPE
2	OPE	EPE
3	LEPE	APE
4	SEPE	DIPE
5	EPE	DIPE
6	LOPE	DIPE
7	BOPE	APE

It is important to remember that these forms are used only in negative sentences in order not to confuse them with the -NGWE forms.

Examples:

GA KE A BUA LE BATHO BAPE.
I didn't talk with any people.
GA BA RATE BOJALWA BOPE.
They don't like any beer.
GA KE NA PUDI EPE MONO.
I don't have any goat here.

These forms are sometimes used without the noun, as long as the noun reference is clearly understood.

GA KE A BUA LE BAPE. (ref. BATHO)
I didn't talk with anybody.
GA BA A REKA SEPE. (ref. SELO)
They didn't buy anything.
GA RE A YA GOPE. (ref. GOLO)
We didn't go anyplace.

E. Exercise:

1. Substitute the words given into the sentence and make necessary concord changes.

GA GONA MOSADI OPE MONO.

(MOSIMANE) ______________________________
(SELEPE) ______________________________

(MEGALA) ____________________________
(SEDIBA) ____________________________
(LENGENA) ____________________________
(MOGOMA) ____________________________
(BOGOBE) ____________________________
(DIPONE) ____________________________
(PITSE) ____________________________
(KOBO) ____________________________
(MOKGWETSI) ____________________________
(DINOGA) ____________________________

F. **Explication:**

The idea of *"all, the whole"* is expressed with a somewhat different set of concords and the stem -TLHE.

1st		-	ROTLHE
2nd		-	LOTLHE
3rd	1	-	BOTLHE
	2	OTLHE	YOTLHE
	3	LOTLHE	OTLHE
	4	SOTLHE	TSOTLHE
	5	YOTLHE	TSOTLHE
	6	LOTLHE	TSOTLHE
	7	BOTLHE	OTLHE

Examples of use:

BA BATLA GO BUA LE LONA LOTLHE.
They want to speak to all of you.
RONA ROTLHE RE YA TOROPONG.
All of us are going to town.
O TSERE MOGALA OTLHE.
He took the whole rope.
BA REKILE DITLHAKO TSOTLHE.
They bought all of the shoes.

Keep in mind that the meaning *"whole"* will refer to all of a singular thing or quantity, such as *"the rope"* in example #3 above.

G. Exercise:

1. Complete the sentence with an expression using the -TLHE form.

_________________ BA TLA GOROGA KAMOSO.

O SIMOLETSE GO JA LEGAPU _________________.

MONNA OLE O NA LE DIKGOMO _________________.

GA O BATLE DILO _________________.

MOSIMANE GA A RATE MOSETSANA_________________.

_________________ LO TSHWANETSE GO BONA NGAKA.

KA GORENG LO NOLE BOJALWA _________________.

GA RE NA LEPHUTSHE _________________.

BA MPHILE SELO _________________.

KE YA GO REKA DITLHAKO _________________.

_________________ DI NWA KWA NOKENG.

MOSIMANE O TLISITSE MAE _________________.

H. Explication:

Expressing the idea of *"both"* requires a similar set of concords with the stem for the number 2, -BEDI.

1st		ROOBABEDI
2nd		LOOBABEDI
3rd	1	BOOBABEDI
	2	YOOMEBEDI
	3	OOMABEDI
	4	TSOOPEDI
	5	TSOOPEDI
	6	TSOOPEDI
	7	OOMABEDI

The literal meaning of these forms is *"all two."* Thus, a similar set of forms results from the use of these concords with the stems -RARO (3), -NE (4), -TLHANO (5), and -RATARO (6). See the examples below to get the meaning in context.

LONA LOOBABEDI	*both of you*
DIKGOMO TSOOPEDI	*both cattle*
MESESE OOMABEDI	*both dresses*
DIKGOSI TSOOTHARO	*all three chiefs*
MAGAPU OOMATLHANO	*all five watermelons*
BANNA BOOBANE	*all four men*
RONA ROOBARATHARO	*all six of us*

I. Exercise:

1. Fill in the correct form meaning *"both"* in the following sentences.

MONNA O MPONTSHITSE DIPITSE ________________.

BA BATLA GO BONA RONA ________________.

BONE ________________ BA YA SEROWE.

MOREMI O TSERE DIKOBO ________________ LE ENE.

RE MO FILE MATLALO ________________.

KE TLHOKA MEGOMA ________________.

RE YA GO DIRISA* DIPITSA ________________.

GA RE A BONA BASIMANE ________________.

RONA ________________ RE YA GO BONA JOHN.

LONA ________________ LO TSHWANETSE GO ROBALA.

RE TLISITSE MAPHUTSHE ________________.

SARA O REKILE MESESE ________________.

J. Explication:

The adjectival concord forms introduced in Unit One are used with the stems -NGWE *(another, others, additional)* and -NTSI *(many, numerous, much)*. These quantity expressions are formed as other descriptive expressions by placing the adjectival concord after the noun and putting the appropriate noun class prefix on the stem.

(noun)	(adjective concord)	(noun class prefix)	(adjective stem)
MONNA	YO	MO	+ NGWE

---

* DIRISA (DIRISITSE) *to use*

The chart below gives the adjectival concord, plus the noun class prefix.

1	YO MO-	BA BA-
2	O MO-	E ME-
3	LE LE-	A MA-
4	SE SE-	TSE DI-
5	E (N)-	TSE DI-
6	LO LO-	TSE DI-
7	BO BO-	A MA-

Examples of use: -NGWE *(another, other, additional)*

O MPHA BOJALWA BO BONGWE.
He is giving me another beer.
MERCY O REKILE MOSESE O MONGWE.
Mercy bought another dress.
BASIMANE BA BATLA DIKGOMO TSE DINGWE.
The boys are looking for other (additional) cattle.

Examples of use: -NTSI *(many, much, a lot of)*

MONNA OLE O NA LE DIKGOMO TSE DINTSI.
That man has many cattle.
RE REKILE MEGALA E MENTSI.
We bought a lot of rope.
BA RE BOLELETSE GORE RE TLISA DIJO TSE DINTSI.
They told us to bring a lot of food.

K. Exercises:

1. Substitute the noun or stem given into the sentence and make concord changes as necessary.

MODISE O TLHOKA MAE A MANTSI.

(MAPHUTSHE) ____________________
(BADISA) ____________________
(DITLHAKO) ____________________
(-NGWE) ____________________
(LOKWALO) ____________________
(PUDI) ____________________
(SELEPE) ____________________
(MEGOMA) ____________________
(-NTSI) ____________________
(MAGAPU) ____________________
(MEGALA) ____________________
(MADI) ____________________

2. Complete the sentence with a quantity expression using the stem given.

KE BATLA (-NTSI) ____________________

BA TLHOKA (-NGWE) ____________________

RE BATLA GO REKA (-NGWE) ____________________

NEO O TLISITSE (-NTSI) ____________________

LO NOLE (-NTSI) ____________________

BA MMOLELETSE GORE A TSAYE (-NGWE) ____________________

GA KE NA (-NGWE) ____________________

GO NA LE (-NTSI) ____________________

RE TSHWANETSE GO TLISA (-NGWE) ____________________

KGAKA E MPHILE (-NTSI) ____________________

DIKGOMO DI JA (-NTSI) ____________________

GA GO NA (-NGWE) ____________________

L. Explication:

"Few" is expressed with SEKAE preceded by the plural concord. This construction is used for countable items only.*

1	BA SEKAE
2	E SEKAE
3	A SEKAE
4	DI SEKAE
5	DI SEKAE
6	DI SEKAE
7	BO SEKAE

Examples of use:

KE NA LE DIKWALO DI SEKAE.
I have a few books.
GO NA LE BANNA BA SEKAE.
There are a few men.

---

* Expressions of *"a little"* referring to non-countable items take diminutive endings similar to the following examples:

METSI	- METSANYANA	*a little water*
BOGOBE	- BOGOBENYANA	*a little bogobe*
MADI	- MADINYANA	*a little money*
LESEDI	- LESEDINYANA	*a little light*

M. Exercise:

1. Substitute the word given and make the concord changes necessary.

GO NA LE BASADI BA SEKAE.

(BARUTI) ____________________
(METSE) ____________________
(DIPONE) ____________________
(MENANG) ____________________
(MARU) ____________________
(DIGOKGO) ____________________
(BADISA) ____________________
(MELELO) ____________________
(MAGAPU) ____________________
(DITLHARE) ____________________

N. Explication:

Numbers require noun class correspondence and may be formed as shown in the chart below. Only numbers 1-10 are covered since it is uncommon to use Setswana for numbers over 10 . The roman numerals on the horizontal axis of the chart are for the noun classes.

	I	II
1.	A LE MONGWE	O LE MONGWE
2.	BA LE BABEDI	E LE MEBEDI
3.	BA LE BARARO	E LE MERARO
4.	BA LE BANE	E LE MENE
5.	BA LE BATLHANO	E LE METLHANO
6.	BA LE BARATARO	E LE MERATARO
7.	BA LE SUPA	E LE SUPA
8.	BA LE ROBEDI	E LE ROBEDI
9.	BA LE ROBONG	E LE ROBONG
10.	BA LE LESOME	E LE LESOME

	III/VII	IV/V/VI
1.	LE LE LENGWE (III) O LE BONGWE (VII)	SE LE SENGWE (IV) E LE LONGWE (V) LO LE LONGWE (VI)
2.	A LE MABEDI	DI LE PEDI
3.	A LE MARARO	DI LE THARO
4.	A LE MANE	DI LE NNE
5.	A LE MATLHANO	DI LE TLHANO
6.	A LE MARATARO	DI LE THATARO
7.	A LE SUPA	DI LE SUPA
8.	A LE ROBEDI	DI LE ROBEDI
9.	A LE ROBONG	DI LE ROBONG
10.	A LE LESOME	DI LE LESOME

Note that the endings for the numbers are underlined and remain the same for all noun classes.

-NGWE	*one*	-RATARO	*six*
-BEDI	*two*	-SUPA	*seven*
-RARO	*three*	-ROBEDI	*eight*
-NE	*four*	-ROBONG	*nine*
-TLHANO	*five*	-LESOME	*ten*

Examples:

RE ILE GO BONA MONNA A LE MONGWE.
DIKELEDI O REKILE MESESE E LE MEBEDI.
BA TLA BATLA MAE A LE MARARO.
KE BONE DITLHARE DI LE NNE.
O TLA REKA DIKOBO DI LE TLHANO.
BA NA LE DIPONE DI LE THATARO.
KE NA LE DIPONE DI LE SUPA.

The construction shown above for numbers 1-10 is actually a copulative construction; hence the LE. An alternative way to express numbers is with the straight adjective construction which drops the LE and uses the concord TSE instead of DI with classes IV, V, and VI.

O. Exercise:

1. Substitute the noun or stem given into the sentence and make any concord changes necessary.

RE BONE DITLHARE DI LE NNE.

(-TLHANO) ______________________________
(DILEPE) ______________________________
(-NGWE) ______________________________
(KOBO) ______________________________
(-BEDI) ______________________________
(MONWANA) ______________________________
(-RARO) ______________________________
(MAGAPU) ______________________________
(-RATARO) ______________________________
(DIKWALO) ______________________________
(-SUPA) ______________________________
(MANGENA) ______________________________
(-NGWE) ______________________________
(LOKWALO) ______________________________
(-ROBEDI) ______________________________
(DIPITSA) ______________________________
(-ROBONG) ______________________________
(MABOA) ______________________________
(-LESOME) ______________________________

P. Review Exercises:

1. Look at the example and make three other sentences using the form given.

-NGWE *(one, a certain, some)*

BA BATLA SELEPE SENGWE.

-PE *(any, some - negative constructions)*

GA RE A BONA DIKGOMO DIPE.

-TLHE *(all, the whole)*

BARUTI BOTLHE BA GOROGILE MAABANE.

-BEDI* *(both)*

MORUTI O BATLA GO BONA BASIMANE BOOBABEDI.

-NGWE* *(another, others, additional)*

NEO O BATLA GO REKA DIKGOMO TSE DINGWE.

---

*-BEDI: Note that the stem here means *"two"* and that the meaning *"both"* is conveyed by the special set of concords, ROOBA-, LOOBA-, BOOBA-, etc.

*-NGWE: Consider the following examples of the use of this stem that convey different meanings.

> KE BONA MONNA MONGWE.
> *I see a certain man.*
> KE BONA MONNA YO MONGWE.
> *I see another (an additional) man.*
> KE BONA MONNA A LE MONGWE.
> *I see one man.*

The first and third examples are almost the same in meaning.

-NTSI *(many, much, a lot of)*

MOKGWETSI O NOLE BOJALWA BO BONTSI.

(SC) SEKAE *(few)*

RE YA GO REKA DILO DI SEKAE KWA LEBENKELENG.

-NGWE *(one)*, -BEDI *(two)*, -RARO *(three)*, -NE *(four)*,
-TLHANO *(five)*, -RATARO *(six)*, -SUPA *(seven)*,
-ROBEDI *(eight)*, -ROBONG *(nine)*, -LESOME *(ten)*.

RE BONE DITAU DI LE THARO KWA SEKAKENG.

2. Substitute the proper stem and concords into the sentence to convey the English meaning given in parentheses.

RE BONE DINOGA DI LE TLHANO.

(a certain) ______________________

(many) ______________________

(additional) ______________________

(seven) ______________________

(few) ______________________

(all) ______________________

(both) ______________________

(any - neg.) ______________________

Continue with the above and substitute the nouns given, making the necessary concord changes.

(BANNA) ______________________

(both) ______________________

(METSE) ______________________

(four) ______________________

(MANONG) ______________________

(many) ______________________

(DIKGOKGO) ______________________

(additional) ______________________

(BAREKISI) ______________________

(few) ______________________

(MENANG) ____________________

(all) ____________________

(MATLALO) ____________________

(any - neg.) ____________________

Q. Explication:

Consider the following verbs used to express ideas of comparison.

GO TSHWANA *(to look like, look the same as)*

DITLHAKO DI A TSHWANA.
The shoes look the same.
BASIMANE BA A TSHWANA.
The boys look the same.
BONTLE O TSHWANA LE DINEO.
Bontle looks the same as Dineo.
MOSESE O O TSHWANA LE MOSESE OLE.
This dress looks the same as that dress.

GO LEKANA *(to look the same size, or age)*

BASIMANE BA A LEKANA.
The boys look the same age.
DIKGOMO DI A LEKANA.
The cows look the same size (age).
LEGAPU LE LE LEKANA LE LEGAPU LELE.
This watermelon looks the same size as that watermelon.

GO FAROLOGANYE *(to look different than)*

DIKGOMO TSA GAGWE DI FAROLOGANYE LE TSA ME.
His cows are different than mine.
PUDI E E FAROLOGANYE LE ELE.
This goat is different than that (one).
BASIMANE BA FAROLOGANYE.
The boys are different.

It seems that these verbs are normally in the present tense, and notice that LE follows the verb when a comparison is made between two specific things.

R. Exercises:

1. Substitute the noun or verb given into the sentence and make concord changes as necessary.

MODISE O TSHWANA LE NEO.

(FAROLOGANYE) ______________________________
(JOHN) ______________________________
(LEKANA) ______________________________

SETLHARE SE SE FAROLOGANYE LE SELE.

(SETLHAKO) ______________________________
(LEGAPU) ______________________________
(MANGENA) ______________________________
(TSHWANA) ______________________________
(MOGOMA) ______________________________
(DIKWALO) ______________________________
(MEGOBE) ______________________________
(NOGA) ______________________________

BASETSANA BA A LEKANA.

(MEGALA) ______________________________
(MABOA) ______________________________
(DITLHARE) ______________________________
(FAROLOGANYE) ______________________________
(DIPITSE) ______________________________
(BARUTI) ______________________________

2. Make three sentences with each of the comparative verbs given.

GO TSHWANA

GO LEKANA

GO FAROLOGANYE

S. Explication:

Comparisons of *"like"* and *"different"* may also be made with the following two forms.

JAAKA *(like)*

BONTLE O TSAMAYA JAAKA DINEO.
Bontle walks like Dineo.
MMAAGWE O APAYA SENTLE JAAKA MME.
His mother cooks well like my mother.
MOREMI O BOGALE JAAKA TAU.
Moremi is fierce like a lion.
MARY O BUA SETSWANA JAAKA JOHN.
Mary speaks Setswana like John.

-SELE *(different)*

This form takes the regular SC/OC concords.

1	OSELE	BASELE
2	OSELE	ESELE
3	LESELE	ASELE
4	SESELE	DISELE
5	ESELE	DISELE
6	LOSELE	DISELE
7	BOSELE	ASELE

Examples of use:

BA BATLA GO REKA PITSE ESELE.
They want to buy a different horse.
DIKGOMO DI RATA GO JA BOJANG BOSELE.
The cows like to eat different grass.
BEN O YA GO DIRISA MOGOMA OSELE.
Ben is going to use a different hoe.

T. Exercise:

1. Substitute the word(s) given into the sentence and make any required concord changes.

DIKELEDI O BUA JAAKA MERCY.

(SUSAN) ____________________
(KWALA) ____________________
(RONA) ____________________
(APAYA) ____________________
(TSHAMEKA) ____________________
(BONTLE) ____________________

KE BONE SEBOKO SESELE.

(KGOSI) ____________________
(LOBONE) ____________________
(BASADI) ____________________
(LERU) ____________________
(MOLELO) ____________________

U. Explication:

The comparison of descriptive characteristics is usually accomplished with the verb GO FETA, meaning *"to surpass"* or sometimes with GO GAISA *"to exceed, or excel"* when referring to the appearance of someone or something.

GO FETA

MOSIMANE O MOLEELE GO FETA MOSETSANA.
The boy is taller than the girl.
MOSIMANE O MOKHUTSHWANE GO FETA MOSETSANA.
The boy is shorter than the girl.
MOSIMANE O MOTONA GO FETA MOSETSANA.
The boy is bigger than the girl.
MOSIMANE O MONNYE GO FETA MOSETSANA.
The boy is smaller than the girl.
MOSIMANE O MOKIMA GO FETA MOSETSANA.
The boy is fatter than the girl.
DINEO O MOSESANE GO FETA MOSIMANE.
Dineo is thinner than the boy.
MOGALA O MOLEELE GO FETA NOGA.
The rope is longer than the snake.

GO GAISA

DINEO O MONTLE GO GAISA DIKELEDI.
Dineo is more beautiful than Dikeledi.
MOSESE WA GA MERCY O MONTLE GO GAISA WA GA MARY.
Mercy's dress is more beautiful than Mary's.

Notice that GO FETA and GO GAISA are always in the same form and follow a descriptive copulative description.

V. Exercises:

1. Substitute the noun or adjective stem into the sentence making the necessary concord changes.

MODISE O MONNYE GO FETA TOM.

(-TONA) ________________
(BETTY) ________________
(-KIMA) ________________
(MORUTI) ________________
(-KHUTSHWANE) ________________
(KGOSI) ________________
(-LEELE) ________________
(MOTSUMI) ________________
(-SESANE) ________________

KGETSE E TONA GO FETA SELEPE.

(SEME) ________________
(-NNYE) ________________
(MOGOMA) ________________
(-LEELE) ________________
(LOBONE) ________________
(-KHUTSHWANE) ________________
(LEPHUTSHE) ________________
(-KIMA) ________________
(NOGA) ________________
(-TONA) ________________
(MONNA) ________________

2. Compare the two nouns given.

(NOGA) (LEGAPU) ______

(SEBOKO) (PITSE) ______

(LOGONG) (MONANG) ______

(KGOMO) (SEBOKOLODI) ______

(MONNA) (LENONG) ______

(MOSADI OLE) (NANCY) ______

(TOM) (MOAGI) ______

(TAU) (PUDI) ______

(MOSIMANE) (MOSETSANA) ______

(LOGARE) (LETLALO) ______

W. Explication:

The superlative degree of the adjective equivalent to expressions with *"-est - e.g., biggest, smallest, tallest, etc."* does not exist in Setswana. However, this idea is implied by saying that something is *"more....than all others"* using GO FETA, or by repeating the adjective stem to stress the characteristic being described. For example:

TOM O MOLEELE-LEELE.
Tom is very tall.
DINEO O MOKIMA-FIMA.
Dineo is very fat.
DIKGOMO DI DITONA-TONA.
The cattle are very big.
MOSADI O MOSESA-SESA.
The woman is very thin.
SETLHARE SE SEGOLO-GOLO.
The tree is very old.
PLUE O MOKHUTSHWANE-KHUTSHWANE.
Pule is very short.
KGOSI E BOTLHALE THATA-THATA.
The chief is very wise.

X. Exercise:

1. Substitute the noun or adjective stem into the sentence.

MONNA O MOLEELE-LEELE.

(MOSADI)
(SETLHARE)
(-KIMA)
(DIPUDI)
(-SESA)
(LEEBA)
(-GOLO)
(LOBONE)
(-TONA)
(MOTSE)
(-NNYE)
(PITSA)

Y. Summary Exercise:

Translate the following sentences into Setswana.

They have asked to speak with a certain teacher.

My friend wants to buy only one dress.

He told us they didn't see anyone at the school.

We showed them some of the blankets that we have.

His friends don't have any cattle here.

I don't think that we left anything.

The children have eaten all of the food.

That boy drank the whole watermelon.

Both of the hunters arrived in the village today.

They told us some other people are bringing the food.

I picked up a lot of wood near that tree.

We are going to need a lot of blankets.

There were few people at the church yesterday.

Six cattle are eating outside the house.

They bought five lamps for the nurses at the hospital.

Those girls look the same age.

These shoes look the same as those shoes.

Mercy's dress looks different than yours.

____

His goats are bigger than mine.

____

Tau plays soccer well like Modise.

____

We don't want to buy different earrings.

____

Mary's earrings are more beautiful than Susan's.

____

These cows are thinner than mine.

____

Do you believe that the old man is very wise?

____

The rope that Moremi has is very, very long.

____

CONDITIONALS & OTHER TENSES

Unit Fifteen

A. Objectives:

1. *"To be able to"*
2. Conditional forms and usage
3. Past continuous and past perfect forms

B. Explication:

The idea of *"to be able to, can"* may be expressed with the verb GO KGONA (KGONNE). This is not a conditional form, such as will be discussed below, but communicates a similar idea. GO KGONA is used in the sentence in the same manner as other two-verb constructions. Note the following examples of use.

A O KGONA GO UTLWA SETSWANA?
Can you understand Setswana?
EE, KE SE UTLWA FA O BUA KA BONYA.
Yes, I can understand it if you speak slowly.

A O TLA KGONA GO REKA MOSESE OLE?
Will you be able to buy that dress?
NNYAA, GA NKITLA KE KGONA GO O REKA.
No, I won't be able to buy it.

A O KGONNE GO ETELA TSALA YA GAGO?
Were you able to visit your friend?
NNYAA, GA KE A KGONA GO MO ETELA.
No, I wasn't able to visit her.

A DINEO O KGONA GO APAYA?
Can Dineo cook?
EE, O KGONA GO APAYA SENTLE.
Yes, she can cook well.

It appears that GO KGONA may be used to signify *"to be able to, can"* in most instances where these English words would be used. There is an added implication *"to afford to"* in sentences such as those in the second example above.

C. **Exercises:**

1. Answer the following questions.

A BONTLE O TLA KGONA GO TSAMAYA LE RONA?

____

A BA KGONNE GO TLISA DILO TSA GAGO?

____

O TLA KGONA GO GOROGA LENG?

____

LO KGONA GO TLHOMA ENG KWA MASIMONG?

____

A O KGONNE GO MO THUSA MAABANE?

____

A BA TLA KGONA GO ITHUTA KAMOSO?

____

A JOHN O KGONNE GO BONA SEPATELA?

____

BASADI BA KGONA GO REKA ENG KWA LEBENKELENG?

____

2. Make five questions and answer using the verb GO KGONA.

____?
____

____?
____

____?
____

____?
____

____?
____

D. Explication:

The conditional forms in Setswana are used to express ideas of permission, *"can, could, may"* and also possibilities in conditional expressions with *"if,"* (FA). The exact translation to English equivalents, however, is complicated by the fact that English uses a series of "modal" words - e.g., *could, would, may, might, should, etc.* - whereas Setswana uses conjugated forms of the verb. Notice that in the example that follows there is no difference in Setswana between the translations unless further contextual meaning is available.

RE KA REKA LEGAPU.
We can buy the watermelon.
We would buy the watermelon.
We may buy the watermelon.

In a particular sentence, however, the difference between the English equivalents is usually not great enough to prevent understanding.

Conjugation of the conditional:

Present Positive:	NKA BONA	RE KA BONA
	O KA BONA	LO KA BONA
	O KA BONA	BA KA BONA
	(etc.)	
Present Negative:	GA NKA KE KA BONA	
	GA O KA KE WA BONA	
	GA A KA KE A BONA	
	GA RE KA KE RA BONA	
	GA LO KA KE LWA BONA	
	GA BA KA KE BA BONA	
	(etc.)	
Perfect Positive:	NKA BO KE BONE	
	O KA BO O BONE	
	O KA BO A BONE	
	RE KA BO RE BONE	
	LO KA BO LO BONE	
	BA KA BO BA BONE	
	(etc.)	
Perfect Negative:	NKA BO KE SA BONA	
	O KA BO O SA BONA	
	O KA BO A SA BONA	
	RE KA BO RE SA BONA	
	LO KA BO LO SA BONA	
	BA KA BO BA SA BONA	
	(etc.)	

The conditional has a complete set of conjugations in the different tenses, but those shown will suffice for this introduction.

Consider the following examples.

NKA RATA GO REKA DITLHAKO TSELE.
I would like to buy those shoes.
A RE KA TSAMAYA LE LONA?
Can we go with you?
GA BA KA KE BA MMONA.
They won't see him.
NEO O KA BO A ROBETSE.
Neo would have slept.
NKA BO KE SA KGOMA NOGA.
I wouldn't have touched the snake.
A O KA BO O REKILE DIKGOMO TSELE?
Would you have bought those cattle?

Remember that the translations are approximations of the English equivalents, and in most cases there is the implication of some 'condition' introduced by FA *("if")*, or FALE *("even if")*.

FA JOHN A YA SEROWE GA A KA KE A BONA MARY.
If John goes to Serowe, he can't see Mary.
FA JOHN A SA YE SEROWE O KA BONA MARY.
If John doesn't go to Serowe, he can see Mary.
FA TAU A ILE SEROWE GA A KA KE A BONA RRAAGWE.
If Tau has gone to Serowe, he can't see his father.
FA RE KA ITHUTA SETSWANA RE TLA BUA LE BATSWANA.
If we can learn Setswana we will speak with the Batswana.
FA BA KA BO BA GOROGILE RE KA BO RE BA BONA.*
If they would've arrived, we would be seeing them.
FA BA KA BO BA NE BA GOROGILE* RE KA BO RE BA BONE.
If they had arrived, we would've seen them.

Notice in the examples above that the use of the conditional form depends upon the implied meaning *"can, would, could, etc."* The use of the conditional is not contingent upon which of the sentence clauses follows FA, but upon the desired meaning. It is possible for one or the other, or both, of the clauses to be in the conditional, depending upon what is meant.

The range of possibilities here relative to English is too great to explore at this time. The student is advised to try inserting *"can, could, would"* into the sentence to test the meaning in English. Usually, one of these words will fit if the conditional is being used properly. Beyond this, the sequence of tenses reflects the shade of meaning desired and follows the English translation closely enough to guide usage.

Keep in mind that the participial forms are used after FA. This will only be reflected in the /O/ being replaced by /A/ in the 3rd person singular, and the use of /SA/ for /GA/ in negatives. There is also some tendency to translate these participials following FA with *"would"* or *"should."*

---

* the present continuous and the past perfect of the conditional, respectively

E. Exercises:

1. Complete the sentence with a conditional clause, as in the example.

RE TLA TSHAMEKA FA (BA KA TLA) ____________

FA KE NA LE MADI NKA ____________

FA RE NA LE DIJO RE ____________

FA BA YA SEROWE BA ____________

KE TLA BONA DIKELEDI FA A ____________

GA RE KITLA RE ROBALA FA BA ____________

FA NEO A SA YE MAUN O ____________

BA TLA TLHOKA MADI FA BA ____________

FA DINEO A APAYA BOGOBE KE ____________

FA GO NA LE METSI DIKGOMO ____________

FA BA JELE DIJO RE ____________

2. Repeat the following sentences after the teacher. Watch to see where the conditionals appear.

FA KE NA LE MADI, NKA YA MOCHUDI.
FA KE YA MOCHUDI, NKA BONA FLORENCE.
FA KE BONA FLORENCE, O KA MPHA MADI.
FA A MPHA MADI, NKA REKA DILO DI LE DINTSI.
FA KE REKA DILO DI LE DINTSI, KE TLA TLHOKA MADI.
FA KE TLHOKA MADI, NKA BUA LE FLORENCE GAPE.
FA KE BUA LE FLORENCE GAPE, O TLA NKOBA KWA LAPENG.*

---

* O TLA NKOBA KWA LAPENG *She will kick me out of the house.*

3. Use the sentence given to begin another story. The class should work together to develop the sequence.

FA A SE NA MADI....._______________________________

____

____

____

____

____

F. **Explication:**

Two additional tenses will be useful in developing competence with conditionals, and are used widely in other situations: the past continuous *"I was looking for"* and the past perfect *"I had looked for."* The regular and conditional forms of the tenses will be provided below. The participial forms will differ only in the 3rd person singular, positive and negative.*

Regular Past Continuous Positive:	KE NE KE BATLA
	O NE O BATLA
	O NE A BATLA
	RE NE RE BATLA
	LO NE LO BATLA
	BA NE BA BATLA
	(etc.)
Regular Past Continuous Negative:	KE NE KE SA BATLE
	O NE O SA BATLE
	O NE A SA BATLE
	RE NE RE SA BATLE
	LO NE LO SA BATLE
	BA NE BA SA BATLE
	(etc.)
Conditional Past Continuous Positive:	NKA BO KE NE KE BATLA
	O KA BO O NE O BATLA
	O KA BO A NE A BATLA
	RE KA BO RE NE RE BATLA
	LO KA BO LO NE LO BATLA
	BA KA BO BA NE BA BATLA
	(etc.)

---

* Keep in mind that only the personal forms for 1st, 2nd and 3rd person singular and plural are given; however, forms for all noun classes exist and will follow the pattern using their respective subject concords.

Conditional Past Continuous Negative:	NKA BO KE NE KE SA BATLE O KA BO O NE O SA BATLE O KA BO A NE A SA BATLE RE KA BO RE NE RE SA BATLE LO KA BO LO NE LO SA BATLE BA KA BO BA NE BA SA BATLE (etc.)
Regular Past Perfect Positive:	KE NE KE BATLILE O NE O BATLILE O NE A BATLILE RE NE RE BATLILE LO NE LO BATLILE BA NE BA BATLILE (etc.)
Regular Past Perfect Negative:	KE NE KE SA BATLA O NE O SA BATLA O NE A SA BATLA RE NE RE SA BATLA LO NE LO SA BATLA BA NE BA SA BATLA (etc.)
Conditional Past Perfect Positive:	NKA BO KE NE KE BATLILE O KA BO O NE O BATLILE O KA BO A NE A BATLILE RE KA BO RE NE RE BATLILE LO KA BO LO NE LO BATLILE BA KA BO BA NE BA BATLILE (etc.)
Conditional Past Perfect Negative:	NKA BO KE NE KE SA BATLA O KA BO O NE O SA BATLA O KA BO A NE A SA BATLA RE KA BO RE NE RE SA BATLA LO KA BO LO NE LO SA BATLA BA KA BO BA NE BA SA BATLA (etc.)

G. Exercises:

1. Substitute the noun or concord given into the sentence. (Regular Past Continuous)

KE NE KE REKA DILO DINGWE.

(TOM)
(RE)
(LO)
(BANNA)
(O)
(KE)

KE NE KE SA TSHAMEKE KGWELE YA DINAO.

(MARY)
(LO)
(O)
(BASADI)
(RE)
(KE)

2. Change the sentence to the negative. (Conditional Past Continuous)

BASIMANE BA KA BO BA NE BA ROBALA.

RE KA BO RE NE RE BALA.

NEO O KA BO A NE A NWA BOJALWA.

LO KA BO LO NE LWA GOROGA.

NKA BO KE NE KE JA.

3. Explore the meaning of the sentences in #2 by adding a clause introduced by FA.

   BASIMANE BA KA BO BA NE BA ROBALA FA.....

   RE KA BO RE NE RE SA BALE FA.....

   NEO O KA BO A NE A NWA BOJALWA FA.....

   LO KA BO LO NE LWA TSAMAYA FA.....

   NKA BO KE NE KE SA JA FA.....

4. Continue the sequence started below, using the past perfect and the present perfect conditional.

   FA KE NE KE ILE KWA LOBATSE NKA BO KE BONE BONTLE.

   FA KE NE KE BONE BONTLE.....

5. Substitute the noun or concord given and complete the phrase with a past perfect clause introduced by FA.

BA KA BO BA NE BA SA TLA FA.....____________________

(KE)__________________________________

(MOREMI)______________________________

(RE)__________________________________

(LO)__________________________________

(BARUTI)______________________________

H. Summary Exercises:

Translate the following sentences into Setswana.

I won't be able to go if I don't have money.

____

They weren't able to buy the cattle that they wanted.

____

Tom can speak Setswana well if he tries hard.

____

We can come to the "function" if we bring the girls.

____

They won't see him if he doesn't bring the goat.

____

Do you want to go if we agree to see your friend?

____

Can you and Bontle cook the food if we look for wood?

____

Would the man have bought the cattle if he had arrived?

____

We could have seen Moremi if we had gone to Pilane.

____

If I had money I could lend you some.

____

You could go to town if I lent you my bicycle.

____

If Neo had read the book he would have understood me.

____

QUICK REFERENCE CONCORD CHART

	Absolute personal pronoun	Subject Concord	Object Concord	Possess. Pronoun	Quantitative Concords	Direct Relative Concords
I	NNA	KE	(N)	ME	NO	YO KE
You	WENA	ò	GO	GAGO	WE	YO O
He, she	ENE	ó	MO	GAGWE	E	YO A
We	RONA	RE	RE	RONA	RO	BA RE
You	LONA	LO	LO	LONA	LO	BA LO
They	BONE	BA	BA	BONE	BO	BA BA

Noun Class	Noun Prefix	SC	OC	Possess. Concord	Absolute Pronoun	Adjective Concord	Enumerative "Which"	Demonstrative "This"	Direct Relatives
I	MO- BA-	O BA	MO BA	WA BA	ENE BONE	YO BA	OFE BAFE	YO BA	YO A BA BA
II	MO- ME-	O E	O E	WA YA	ONE YONE	O E	OFE EFE	O E	O O E E
III	LE MA-	LE A	LE A	LA A	LONE ONE	LE A	LEFE AFE	LE A	LE LE A A
IV	SE- DI-	SE DI	SE DI	SA TSA	SONE TSONE	SE TSE	SEFE DIFE	SE TSE	SE SE TSE DI
V	(N)- DI-	E DI	E DI	YA TSA	YONE TSONE	E TSE	EFE DIFE	E TSE	E E TSE DI
VI	LO- D-	LO DI	LO DI	LWA TSA	LONE TSONE	LO TSE	LOFE DIFE	LO TSE	LO LO TSE DI
VII	BO- MA-	BO A	BO A	BA A	BONE ONE	BO A	BOFE AFE	BO A	BO BO A A

VERB CONJUGATION: Indicative

Present	O BATLA GA A BATLE	A BATLA A SA BATLE
Perfect	O BATLILE GA A BATLA	A BATLILE A SA BATLA
Past	O NE A BATLA GA A AKA A BATLA	A NE A BATLA A NE A SEKA A BATLA
Past Cont.	O NE A BATLA O NE A SA BATLE	A NE A BATLA A NE A SA BATLE
Past Perfect	O NE A BATLILE O NE A SA BATLA	A NE A BATLILE A NE A SA BATLA
Future	O TLA BATLA GA A KITLA A BATLA	A TLA BATLA A SE KITLA A BATLA

VERB CONJUGATION: Conditional

	Principal	Participial
Present	O KA BATLA GA A KA KE A BATLA	A KA BATLA A SA KA KE A BATLA
Perfect	O KA BO A BATLILE O KA BO A SA BATLA	A KA BO A BATLILE A KA BO A SA BATLA
Past	O NE A KA BATLA O NE A SA KA KE A BATLA	A NE A KA BATLA A NE A SA KA KE A BATLA
Past Continuous	O KA BO A NE A BATLA O KA BO A NE A SA BATLA	A KA BO A NE A BATLA A KA BO A NE A SA BATLE
Past Perfect	O KA BO A NE A BATLILE O KA BO A NE A SA BATLA	A KA BO A NE A BATLILE A KA BO A NE A SA BATLA
Future	O KA TLA A BATLA O KA TLA A SEKA A BATLA	A KA TLA A BATLA A KA TLA A SEKA A BATLA

VERB CONJUGATION: Copulatives

Identificative:

Present	KE KGOSI GA SE KGOSI	E LE KGOSI E SE KGOSI
Past	E NE E LE KGOSI E NE E SE KGOSI	
Future	E TLA BO E LE KGOSI E TLA BO E SE KGOSI	
Conditional	E KA BO E LE KGOSI KE KA BO E SE KGOSI	

Descriptive:

Present	O MOLEELE GA A MOLEELE	A LE MOLEELE A SE MOLEELE
Past	O NE A LE MOLEELE O NE A SE MOLEELE	A NE A LE MOLEELE A NE A SE MOLEELE
Future	O TLA BO A LE MOLEELE O TLA BO A SE MOLEELE	A TLA BO A LE MOLEELE A TLA BO A SE MOLEELE

Associative.

Present	O NA LE MADI GA A NA MADI	A NA LE MADI A SE NA MADI
Past	O NE A NA LE MADI O NE A SE NA MADI	A NE A NA LE MADI A NE A SE NA MADI
Future	O TLA BO A NA LE MADI O TLA BO A SE NA MADI	A TLA BO A NA LE MADI A TLA BO A SE NA MADI

SETSWANA-ENGLISH GLOSSARY

A

ADIMA (ADIMILE)	to borrow
AGA (AGILE)	to build
AKA (AKILE)	to tell lies
AKANYA (AKANTSE)	to think
ALA (ADILE)	to prepare a bed
ALAFA (ALAFILE)	to cure
AMMAARURI	truly
AMOGELA (AMOGETSE)	to receive
APAYA (APEILE)	to cook
APARA (APERE)	to dress
APOLA (APOTSE)	to undress
ARABA (ARABILE)	to answer
ARAKA (ARAKILE)	to rake
ATLHOLA (ATLHOTSE)	to adjudge

B

BAAGISANYE	neighbor
BAAKANYA (BAAKANTSE)	to prepare, fit

BABALELA (BABALETSE)	to spare
BAESEKELE/DI-	bicycle
BAESEKOPO/DI-	movies
BAGOLO	adults
BAKA (BAKILE)	to praise
BALELA (BALETSE)	to read for
BANKA/DI-	bank
BANGWE	others
BAPA (BAPLIE)	close to
BASE/DI-	bus
BATHO	people
BATLA (BATLILE)	want
BATSADI	parents
BELEGA (BELEGE)	to give birth, to carry baby on your back
BEISANE/DI-	baisin, bowl
BEKE/DI-	week
BELA (BEDILE)	to boil
BELESA (BELESITSE)	to saddle
BELESOLOLA (BELESOLOTSE)	to unload
BEREKA (BEREKILE)	to work
BEREKIWA(MALA) (BEREKILWE)	to have diarrhea
BESA (BESITSE)	to make fire
BESE/DI-	bus
BETSA (BIDITSE)	to hit

BIDIWA (BIDITSWE)	called to dance
BINA (BINNE)	to dance
BOA (BOILE)	to return
BOAMMAARURI	truly
BOBOKO/MA-	brain
BODULENG	cooked food, ripe
BODUTU	loneliness
BOELA (BOETSE)	to return
BOELELA (BOELETSE)	to repeat
BOEMELONG	bus stop
BOFA (BOFILE)	to tie
BOFOLOLA (BOFOLOTSE)	to untie
BOGADI/MA-	bride price
BOGALE	anger, sharpness
BOGAUFI	closeness
BOGOBE/MA-	porridge
BOGOLOCOLO	long time ago
BOGWERA	initiation school for boys
BOITUMELO	toilet (indoors or outdoors)
BOJALE	initiation school for girls
BOJALWA/MA-	beer
BOKA (BOKILE)	praise
BOKAE	how much
BOKAMOSO	future

BOKETE	weight
BOKGWABO	tame
BOKONE	north
BOKOWA	weak
BOLELA (BOLETSE)	to tell
BOLELELA (BOLELETSE)	to tell to
BOLETA	soft
BOLOLA (BOLOTSE)	to set out on a journey
BOLOI	witchcraft
BOLOKA (BOLOKILE)	to save
BOLAO/MA-	bed
BOLAOSE/MA-	blouse
BOLAYA (BOLAILE)	to kill
BOLEKANE/MA-	pail
BOLO/DI-	ball
BOLWETSE/MA-	sickness
BONA (BONE)	to see
BONAKO	fast, quick
BONALA(BONETSE)	to appear
BONOLO	easy
BONKISI/DI-	peace
BONTLE	beauty
BONTSHA (BONTSHITSE)	to show
BONTSHO	blackness
(KA) BOTHATA	(with) difficulties
BONYA	slowness

BOPA (BOPILE)	to form, make, mold
BOPHIRIMATSATSI	West
BOROGO/MA-	bridge
BOROKGWE/MA-	trousers
BOROKO	sleep, bye-bye, good-night
BOROTHO/MA-	bread
BOROKGWE/MA-	trousers
BOROGO/MA-	bridge
BORWA	south
BOSHENG	recently
BOSIGO/MA-	night
BOSULA	unpleasant
BOSWA	an inheritance
BOSWEU	whiteness
BOTALA	greenness
BOTOKA	better
BOTORO/DI-	butter
BOTSA (BODITSE)	to ask
BOTHITHO	warm
BOTSHE	sweetness
BOTLHABATSATSI	east
BOTLHALE	wisdom
BOTLHE	all
BOTLHOKO/MA-	pain

BOTLHOKWA	state of being needed
BOTORO	butter
BOTLOLO/DI-	bottle
BOWA/MA-	wool
BUA (BUILE)	to talk
BUA (BUILE)	to skin
BUKA/DI-	book
BULA (BUTSE)	to open
BULEDISA (BULEDISITSE)	to walk her half-way home
BUPE/MA-	flour
BUSA (BUSITSE)	govern, rule

C

CHACHE	Anglican
CHAISA (CHAISITSE)	to knock off
CHIPI	cheap
CHILISI	chili
CHOKO/DI-	chalk

D

DIAPARO	clothes
DIATLA	hands
DIBOKATE	jeans

DIBOLA (DIBOTSE)	to cut in half
DIEGA (DIEGILE)	to delay
DIDIMALA (DIDIMETSE)	to be (or become) silent
DIJI	insects
DIJO	food
DIKAE	what's the date
DIKAUSU	socks
DIKIPA	skipper (middy blouse-?)
DIKGAKOLOGO	spring
DIKGAKGAMATSO	miracles
DIKGOMO	cattle
DILA (DITSE)	to plaster
DILORI	lorries (trucks)
DIMO/BODIMO	giant
DINAO	feet
DINAWA	beans
DINTHO	wounds
DIPEO	seeds
DIPHOLO	oxen
DIPINA	songs
DIRA (DIRILE)	to do
DIRABA	sneakers
DIRAGALA (DIRAGETSE)	to happen
DIRELA (DIRETSE)	to do for, to work for

DIRISEDIWA (DIRISEDITSWE)	to be used for
DISA (DISITSE)	to look after animals
DITEDU	beard
DITHOLE	dust
DITLHARE	tree
DITLHAKO	shoes
DITUMEDISO	greetings
DUELA (DUETSE)	to pay
DUMA (DUMILE)	to sound, roar
DUMALANA (DUMALANE)	to agree with each other
DUMEDISA (DUMEDISITSE)	to greet
DUMELA (DUMETSE)	to believe, to agree

E

EBONG	namely
EE	yes
EFE/DI-	which one?
EHE	Oh, really
EITI	eight
EKETE	probably
ELETSA (ELEDITSE)	to desire
EMA (EME)	to stand
EMELELA (EMELETSE)	to leave

EMERE/DI-	bucket
EMFELOPO	envelope
ENE	him/her
ENG	what
ENKE/DI-	ink
ENTA (ENTILE)	to vaccinate
EPA (EPILE)	to dig
ETA (ETILE)	to visit
ETELA (ETETSE)	to visit someone

F

FA	here
FA	give
FA	when, if
FAATSHE	down, ground
FAGARE	in the middle
FALE	over there
FALOLA (FALOTSE)	to escape
FAPA (FAPILE)	to bind
FAPOGA (FAPOGILE)	to turn
FAROLOGANE	different
FATSA (FATSITSE)	to chop wood
FATHOKO	beside

FE	which?
FELO/MA-	place
FIRIKGONG	January
FETA (FETILE)	to pass
FETOLELA (FETOLETSE)	to translate
FETSA (FEDITSE)	to finish
FEELA (FEETSE)	to sweep
FELA	only
FEPA (FEPILE)	to feed
FISA (FISITSE)	to burn
FITLHA (FETLHILE)	to arrive
FITLHELA (FITLHETSE)	to find
FODISA (FODISITSE)	to cure, cool something
FOFA (FOFILE)	to fly
FOLA (FODILE)	to recover
FOLOGA (FOLOGILE)	to come down from
FOROKO/DI-	fork
FOSA (FOSITSE)	to make a mistake
FOUNA (FOUNNE)	to phone
FUDUGA (FUDUGILE)	to move from one place to another
FUNELA (FUNETSE)	to tie

G

GA	not
GA	(precedes proper names in possessive constructions)
GA (GILE)	to fetch water
GABEDI	twice
GA-BONE	their home
GADIKA (GADIKILE)	to fry
GAE/MA-	home
GAENO	your home
GAETSHO	my home
GAGABO	his home
GAGO	yours
GAGWE	his, hers, its
GAISA (GAISITSE)	to beat (in score)
GAKOLOLA (GAKOLOTSE)	to advise
GALASE/DI-	glass
GALEFA (GALEFILE)	to be angry
GALONA	your (pl.) home
GAMA (GAMILE)	to milk (an animal)
GANA (GANNE)	to refuse
GANGWE-FELA	once only
GANTSI	often, usually

GAPE	again
GARARO	three times
GARONA	our home
GARAWE/DI-	spade
GASA (GASITSE)	to braodcast, spread
GATWE (GO TWILE)	it is said that
GAUFI	near, next to
GAUTA	gold
GOBALA (GOBETSE)	to be injured
GODIMO	on top of
GOLEGONNYE	a little bit
GOLO	place
GOMPIENO	today, now
GONA	there's
GONGWE	perhaps, maybe
GOGA (GOGILE)	to smoke, drag, pull
GOGELWA (GOGETSWE)	to be attracted
GOPANE/BO-	big lizard
GOPOLA (GOPOTSE)	to remember, think, be of the opinion
GORE	that, so that
GOROGA (GOROGILE)	to arrive
GOTSA	to make fire
GOTLHE	entirely, everything
GOTLHE-GOTLHE	all together

GWETLA	fall, autumn

H

HAMORE/DI-	hammer
HARAKA/DI-	rake
HEELA	hey!
HEMA (HEMILE)	to breathe
HEMPE/DI-	shirt
HOTELE/DI-	hotel
HUMA (HUMILE)	to be (or become) rich
HUNOLOLA (HUNOLOTSE)	to untie
HUTSHE/DI-	hat
HUKU/DI-	corner

I

IDIBALA (IDIBETSE)	to be unconscious
IKHUTSA (IKHUDITSE)	to rest
IKETLE (IKETLILE)	to wait
IKGANTSHA (IKGANTSHITSE)	to be impudent
IKOKOBETSA	to be polite
ILE	gone, past of YA
INAMA	to bend

INELA (INETSE)	to soak
INTSHWARELE (INTSHWARETSE)	to excuse
IPUSA (IPUSITSE)	self-governing (to be...)
ISA (ISITSE)	to take along to
ISA (ISITSWE)	to be taken to
ITAPOLOSA (ITAPOLOSITSE)	to rest
ITAYA (ITEILE)	to send a cable
ITEKANETSENG	appears fit
ITHATHA (ITHATHILE)	to tie
ITHUTA (ITHUTILE)	to study, learn
ITLAMA (ITLAMILE)	to bind
ITLHAGANELA (ITLHAGANETSE)	to hurry
ITSE (ITSILE)	to know
ITSHEGA (ITSHIGILE)	to cut yourself
ITSISE (ITSISITSE)	to inform
ITUMELA (ITUMETSE)	to be happy
ITUMELELA (ITUMELETSE)	to be happy for

J

JA (JELE)	to eat
JAAKA	as, like
JAANA	so, like this
JAANONG	now

JAEFA (JAEFILE)	jive
JALA (JADILE)	sow (seeds)
JALE/DI-	shawl
JALO	then, so
JALO-JALO	etc.
JANG	how?
JARATA/DI-	yard
JASE/DI-	coat
JESI/DI-	jersey, sweater

K

KA	at (temporal adverb formative)
KA	in, by means of, with (instrumental adverb formative)
KA	can, be able
KA BONAKO	fast, quickly
KA BONYA	slowly
KA KWA GA TSELA	on the other side of the road
KAE	where?
KAGA	about
KAGALE	usually
KALO	that much
KAMAHUBE A NAKA TSA KGOMO	at first light

KAMAITISO	
KAMAKUKU	before daybreak
KA MOSO	morning, tomorrow
KANA	or
KANAKO TSOTLHE	all the time
KAPELE	fast
KAPOKO	snow
KARAKI/DI-	donkey cart
KASETHOBOLOKO	in the heat of the day
KASEWELO	seldom
KATSE/DI-	cat
KAUSU/DI-	sock
KE	I
KE	by
KE	copulative marker for sentences with no verb
KE GONE	all right, OK, so long
KELETSO	wish
KERA (KERILE)	to cut
KEREKE/DI-	church
KERESEMOSE/DI-	Christmas
KGAITSADIE/BO-	sibling
KGAMELO/DI-	bucket, pail
KGANTELE	a little while ago, later

KGATLHANG	interesting
KGETSE/DI-	sack, bag
KGOMA (KGOMILE)	to touch
KGONA (KGONNE)	to afford
KGWEBO	business, trade
KIMA	fat, thick
KOBO/DI-	blanket
KOFI	coffee
KO KO	knock, knock
KOKO/DI-	chicken
KOKOBETSA (KOKOBEDITSE)	to humble, to bring low
KOLOBA (KOLOBILE)	to get wet
KOLOBE/DI-	pig
KOLOI YA DIKGOMO/DITONKI	wagon
KOMELELO	drought
KONA (KONNE)	to bend
KONOLOLA (KONOLOTSE)	to unbend, straighten
KOPA (KOPILE)	to ask for
KOPANA (KOPANE)	meet
KOPANTSHA (KOPANTSHITSE)	to meet someone at the door or at the station
KOPI/DI-	cup
KOPO	request
KOPORASI/DI-	co-op store

KORANTA/DI-	newspaper
KOTSI	accident
KUTLWANO	community
KWA	at, to (locative formative)
KWALA	write
KWANO	here
KWANTLE	outside
KWENA	crocodile

KG

KGABO/DI-	flame, monkey
KGABOLA (KGABOTSE)	to cross
KGAKA/DI-	guinea fowl
KGAKALA	far
KGAKGAMATSO/DI-	wonder, miracle
KGALEGA (KGALEGILE)	to become thirsty
KGAITSADI/BO-	sibling
KGANG/DI-	news
KGANTELE	in a little while, a little while ago
KGAOLA (KGAOTSE)	to cut off
KGETSANA	purse, bag, sack
KGOGO/DI-	chicken
KGOLOGOLO	old
KGOMO/DI-	cow

KGOROTLHA (KGOROTLHILE)	to roar
KGOSI/DI-	chief
KGOTLA/DI-	chief's court (yard)
KGOTSA	or, either
KGWEDI/DI-	month
KGWELE/DI-	ball
KGWEETSA (KGWEEDITSE)	drive
	cupbo

KH

KHABOTO/DI-	upboard
KHAI	cloth
KHEFI/DI-	cafe
KHONA/DI-	corner
KHUBAMA (KHUBAME)	to kneel
KHURUMELA (KHURUMETSE)	to cover
KHURUMOLOLA (KHURUMOLOTSE)	to open
KHUTSHWANE	short

L

LABOBEDI	Tuesday
LABOKAE?	What day is it?
LABONE	Thursday

LABORARO	Wednesday
LABOTLHANO	Friday
LALA (LETSE)	to spend a night
LALETSA (LALEDITSE)	to invite
LAME	mine
LAPA (LAPILE)	to tire, to be tired
LATA (LATILE)	to fetch, to follow
LATELA (LATETSE)	to follow after
LATLHA (LATLHILE)	to throw away
LATLHEGA (LATLHEGILE)	to lose
LAYA (LAILE)	to instruct
LE	and, with (conjunctive formative)
LEAKA/MA-	lie
LEBA (LEBILE)	to look at, to head for
LEBAKA	affairs, matters
LEBALA/MA-	playground
LEBALA (LEBETSE)	to forget
LEBATI/MA-	door
LEBELE/MA-	sorghum, breast
LEBELELA (LEBELETSE)	to expect
LEBENKELE/MA-	shop
LEBITLA/MA-	grave
LEBOA/MA-	mushroom
LEBOGA (LEBOGILE)	to thank, to be thankful

LEBOKOSE/MA-	box
LEBONE/DIPONE	lamp
LEE/MAE	egg
LEEBA/MA-	dove
LEELE	tall
LEFA	although
LEFATSHE/MA-	world, country
LEFEELO/DIPHEELO	broom
LEFELA	nothing
LEFIFI	darkness
LEFOKO/MA-	word
LEGAE/MA-	home
LEGALA/MA-	coal
LEGAPU/MA-	watermelon
LEGETLA/MA-	shoulder
LEGODU/MA-	thief
LEGORA/MA-	Setswana fence
LEINA/MA-	name
LEINO/MENO	teeth
LEISO/MAISO	fireplace
LEITLHO/MATLHO	eye
LEJE/MA-	stone
LEKA (LEKILE)	to try
LEKAWANA/MA-	youth, young boy

LEKERE/DI-	candy
LEKGETHO/MA-	tax
LEKWALO/DI-	letter, book
LEKWETE/MA-	hard chunks of earth
LELA/MA-	stomach, cry
LELAPA/MA-	home
LELWALA/MA-	grinding stone
LEMA (LEMILE)	to plow
LEMOGA (LEMOGILE)	to notice
LENAO/DI-	foot
LENGWE LA (MANGWE A)	one of (referring to things)
LENONG	vulture
LENTSWE/MA-	stone
LENYALO/MA-	wedding
LENYENA/MA-	earring
LENYORA/MA-	thirst
LEOTO/MA-	leg
LEPHATA/MA-	department
LEPHUTSHE/MA-	pumpkin
LEPISKOP/MA-	Peace Corps (Mophato wa Kagiso)
LEPODISI/MA-	police
LERAGO/MA-	buttocks
LERAKO/DITHAKO	stone wall
LERATA/MA-	noise

LERATO/MA-	love
LERE (LERILE)	to bring
LEROLE/MA-	calf
LEROLE	dust
LERU/MA-	cloud
LERUMO/MA-	spear
LERUO/MA-	wealth/livestock
LESAKA/MA-	kraal (corral)
LESAPO/MA-	bone
LESEA/MA-	baby
LESEDI/MA-	light
LESEGO/MA-	lucky, blessing
LESEKA/MA-	bracelet
LESELO/MA-	winnowing basket
LESO/DINTSHO	spoon (cooking spoon)
LESOME/MA-	ten
LESWANA/MA-	spoon (eating spoon)
LESWE/MA-	dirty
LETA (LETILE)	to wait
LETLALO/MA-	skin
LETLHABULA	late summer
LETHEKA/MA-	waist
LETSATSI/MA-	day, sun
LETSATSI LA TSALO	birthday

LETSATSI LE LETSATSI	every day
LETSELA/MA-	cloth
LETSHOROMA	fever
LETLALO/MA-	skin
LETSOGO/MABOGO	arm
LETSWAI/MA-	salt
LO	you (pl.)
LOAPI/LEGODIMO	sky
LOBAKA/MA-	time, opportunity
LOBATI/DIPATI	
LOBILA/ME-	path
LOBONE/DIPONE	candle, lamp, torch
LOBOTA/DIPOTA	wall
LOETO/MA-	journey
LOGA	weave, plait, knit, braid
LOGADIMA/DIKGADIMA	lightning
LOGAGA/DIKGAGA	cliff, cave
LOGARE/DIKGARE	razor
LOGONG/DIKGONG	wood
LOKA (LOKILE)	to season, sweeten
LOKWALO/DI-	book, letter
LOLEME/DITEME	tongue
LOMA (LOMILE)	to bite
LONA	you (pl.)

LONAKA/DI-	horn
LONALA/DI-	nail
LORA (LORILE)	to dream
LORI/DI-	truck
LOROLE/DITHOLE	dust
LOSELO/MA-	winnowing basket
LOSO	death
LOTLATLANA	dusk/after sunset
LWALA (LWETSE)	to be sick

M

MAABANE	yesterday
MABELE	breast
MADI	blood, money
MADILA	thick milk, sour milk
MAE	eggs
MAFATLHA	chest, twins
MAFELO	places
MAFURA	fat
MAITISO	evening
MAITSEBOA	afternoon
MAKALA (MAKETSE)	to become surprised
MAKGAKGA	cheeky, bold

MAKHENEKHE	mechanic
MALA	stomach
MALAO	beds
MALOBA	some time ago
MALOMAAGWE/BO-	his/her uncle
MANG/BO-	who?
MANTAGA	Monday
MARIBELO	porch
MARIGA	winter
MASI	milk
MASWE	bad, dirty, serious, ugly
MATHE	saliva
MATHEBELELO	camping place
MATLHATSO	Saturday
MATSELA	cloth
MEEPONG	mines
MEETLO	culture
MEGOPOLO	ambitions
MENA (MENNE)	to fold
MEROGO	vegetables
METSA (MEDITSE)	to swallow
METSI	water
MINA (MINNE)	to blow the nose
MMA/BO-	Mother

MMAAGWE-MOGOLO	her/his grandmother
MMAGO/BO-	your mother
MMALA/MEBALA	color
MMAMALOMAAGWE	her/his aunt
MMARAKA/DI-	
MMAMANTHWANE/BO-	bat
MME(lower case m)	but
MME(capital M)	my mother
MMELE/MEBELE	body
MMIDI/MEBIDI	maize
MMILA/MEBILA	small path made by cattle
MMINO	dance
MMOLELELA (MMOLELETSE)	to tell him/her
MMU/MEBU	earth
MMUSI/BABUSI	governor
MMUSO/MEBUSO	government
MMUTLA/MEBUTLA	hare
MO	in, inside of
MOAGI/BA-	builder
MOAGO/ME-	building
MOAPEI/BA-	cooker
MOATLHODI/BA-	judge
MODIMO	God
MODIRI/BA-	worker

MODISA/BA-	shepherd
MODUMO/ME-	sound, noise
MOENG/BA-	visitor
MOEPO/ME-	mine
MOFUFUTSO/ME-	sweat
MOFUTA/ME-	kind
MOGALA/ME-	string, telegram
MOGATSA/BA-	spouse
MOGOGI/BA-	church elder
MOGOBE/ME-	pool of water
MOGOKGO/ME-	principal (school)
MOGOLOWE/BO-	elder brother or sister
MOGOMA/ME-	hoe, plow
MOHIKELA/MEHIKELA	cold (with a stuffy nose)
MOHUMANEGI/BA-	poor person
MOKAE/BA-	nationality
MOKETE/ME-	feast
MOKGATLHO/ME-	club
MOKGOPHA/ME-	aloe
MOKGOSI/ME-	loud shout
MOKGWA/ME-	custom
MOKGWEETSI/BA-	driver
MOKHUTSHWANE	short
MOKIMA	fat

MOKWADI/BA-	writer
MOKWALEDI/BA-	secretary
MOKWATLA/ME-	back
MOLALA/ME-	neck
MOLAMU/ME-	billy club
MOLAO/ME-	law
MOLAODI/BA-	district commissioner
MOLAPO/ME-	creek
MOLATO/ME-	debt, fault, on credit, trouble
MOLEELE	tall
MOLELO/ME-	match, fire
MOLELO	hot (temperature)
MOLEMA	left (adjective)
MOLEMENG	left (location)
MOLEMI/BA-	farmer
MOLEMO/ME-	medicine
MOLETLO/ME-	feast
MOLODI/ME-	whistling
MOLOI/BA-	wizard, witch
MOLOMO/ME-	mouth
MOLORA/ME-	ash, soap
MOMELA/ME-	mold
MONA	suck
MONANG/ME-	mosquito

MONATE	nice (not to people)
MONG, BENG	master, owner
MONGWE/BA-	somebody
MONNA/BA-	man
MONNAWE	younger sibling of
MONO	here
MONTLE	beautiful
MONTSANA/ME-	mosquito
MONWANA/ME-	fingers, toes
MONYADI/BA-	bridegroom
MONYADIWA/BA-	bride
MOOKAMEDI/BA-	director
MOOKI/BA-	nurse
MOOTLWANA/ME-	threshing stick
MORABARABA	a Tswana game
MORAFE/ME-	nation, tribe, people
MORAGO	behind, after
MORAKA/ME-	cattle post
MOREKISI/BA-	salesman
MOREMI/BA-	woodchopper
MORENA/BA-	master, sir, chief, boss
MORIRI/ME-	hair
MORITI/ME-	shadow
MORO	gravy

MOROGO/ME-	vegetables
MORULA/ME-	wild fruit
MORUTI/BA-	priest, teacher
MORUTWANA/BA-	student
MOSADI/BA-	woman
MOSADI WA LOLWAPA	housewife
MOSARWA/BA-	Bushman
MOSESANE	thin
MOSESE/ME-	dress
MOSETSANA/BA-	girl
MOSI/ME-	smoke
MOSIMA/ME-	hole in the ground
MOSO/ME-	morning
MOSOLA	purpose
MOSUPI/BA-	witness
MOTHO/BA-	person
MOTHUSI/BA-	helper
MOTLAPA/ME-	lazy person
MOTLHABA	sand
MOTLHANKA/BA-	servant, slave
MOTLHAMONGWE	sometimes, occasionally
MOTLHAPE/ME-	flock
MOTLHOFO	easily
MOTOGO/ME-	soft porridge

MOTONA	big (ref. to noun class 1 & 3)
MOTSADI/BA-	parent
MOTSE/ME-	village
MOTSHAMEKI/BA-	player
MOTSHAMEKO/ME-	play, game
MOTSHE/ME-	pestle
MOTSHEGARE	midday, noon
MOTSHOTELO	manure
MOTSOKO/ME-	tobacco
MOTSUMI	hunter
MPA/DI-	belly
MPATLELE (MPATLETSE)	to look for something for someone else
MPHA	give me
MPHO/DI-	gift
MPONA (MPONE)	see me
MUTLWA/METLWA	thorn

N

NA	to fall (rain)
NA LE	have, be with
NAGA/DI-	countryside
NAKO/DI-	time
NAKO LE NAKO	any time

NAMA/DI-	meat
NAMANE/DI-	calf
NAMUNE/DI-	orange
NAWA/DI-	bean
NEO/DI-	gift
-NG	(locative suffix)
-NG	(imperative plural suffix)
-NG	(relative clause suffix)
NGAKA/DI-	doctor
NGWAGA/DI-	year
NGWANA/BANA	child
NGWANA WA MOSIMANE	son
NGWANYANA/BANYANA	girl
NGWEDI	moon
NKADIMA (NKADIMILE)	to lend me
NKGA (NKGILE)	to smell
NKGO/DI-	calabash
NKGOPOLA (NKGOPOTSE)	to remember me
NKGWANA/DI-	clay pot
NKISE (NKISITSE)	to take me
NKO/DI-	nose
NKU/DI-	sheep
NKUKU	grandmother
NNA	to become (Tom will become a doctor)

NNA	me
NNA (NTSE)	to sit, live, stay
NNESE/DI-	nurse
NNYAA	no
NNYE	little, small
NOGA/DI-	snake
NOKA/DI-	river
NONA	to become fat, get fat
NONYANE/DI-	bird
NOSA (NOSITSE)	to give him/her water to drink
NOSETSA (NOSEDITSE)	to water the plants
NOSI	alone
NOTLELA (NOTLETSE)	to lock
NTATE/BO-	father
NTATEMOGOLO/BO-	grandfather
NTHO/DI-	wound
NTHUSA (NTHUSITSE)	to help me
NTLHA	point
NTLO/MATLO	house
NTLO YA BOITHOMELO	bathroom, toilet
NTSALAE/BO-	cousin
NTSHA (NTSHITSE)	to take out
NTSHE/BO-	ostrich
NTSHO	black

NTSHUPENTSHA (NTSHUPENTSHITSE)	to show me
NTSI/DI-	fly
NTSI	many
NWA (NOLE)	to drink
NYALA (NYETSE)	to marry

O

O	you
OBOLA (OBOTSE)	to peel
OFISI/DI-	office
OGOLA (OGOTSE)	to take out of fire
OKETSA (OKEDITSE)	to add more to, increase
OKOMELA (OKOMETSE)	to look into or down
OLOSA (OLOSITSE)	to winnow
OMA (OMILE)	to dry
OMANYA (OMANTSE)	to scold
OMOSA (OMOSITSE)	to make warm
ONALA (ONETSE)	to get old
ONOROKO/DI-	petticoat
OPA DIATLA (OPILE)	to clap hands
OPELA (OPETSE)	to sing
ORA (ORILE)	to warm oneself
OTA (OTILE)	to be thin
OTLANA (OTLANE)	to strike one another

OTLHE	all

P

PAGOLOLA (PAGOLOTSE)	to take down, unload
PAKA (PAKILE)	to provide water for a journey
PALAMA (PALAME)	to ride, climb
PALELWA (PALETSWE)	to be unable
PALO/DI-	number
PAMPIRI/DI-	paper
PANA (PANNE)	to hitch (animals)
PANOLOLA (PANOLOTSE)	to unhitch
PAPETLA (PAPETLILE)	to crush
PARAFINE	paraffin
PASA (PASITSE)	to pass
PATA (PATILE)	to accompany
PATELETSA (PATELEDITSE)	to force
PEDI	two
PEIPI/DI-	pipe
PELE	in front, first, before
PELO/DI-	heart
PEO/DI-	seed
PENE/DI-	pen

PENSELE/DI-	pencil
PEPERE/DI-	pepper
PETSANA/DI-	foal
PHAKELA	very early
PHAMOLA (PHAMOTSE)	to snatch
PHANYA (PHANTSE)	to strike
PHATA/DI-	gap, opening in hills
PHATE/DI-	a skin for sleeping in
PHATLALATSA (PHATLALADITSE)	to dismiss, to disperse
PHATLHA/DI-	hole
PHATSA/DI-	a chip, a splinter
PHEFO/DI-	wind
PHEPHAFATSA (PHEPHAFADITSE)	to clean up
PHETOGO/DI-	change
PHILO/DI-	kidney
PHIMOLA (PHIMOTSE)	to wipe, to dust
PHIRIMA (PHIRIMILE)	to set (the sun)
PHITLHO/DI-	burial, funeral
PHOKOTSO	thinning
PHOLOGOLO/DI-	animal
PHOTHA (PHOTHILE)	to flail, to thresh corn
PHUTHA (PHUTHILE)	to gather, collect
PHUTHEGO/DI-	meeting
PHUTHOLOLA (PHUTHOLOTSE)	to unfold, to unwrap

PILISI/DI-	pill
PITIKOLOLA (PITIKOLOTSE)	to turn over
PITLAGANA (PITLAGANTSE)	crowded
PITSA/DI-	pot
PITSE/DI-	horse
PITSO/DI-	meeting
PODI/DI-	goat
POLELO/DI-	composition, story
POMA (POMILE)	to cut hair
POSA (POSITSE)	post, mail
POTOLOGA (POTOLOGILE)	to surround, go around
POTSO/DI-	question
PUDI/DI-	goat
PUISANYO/DI-	conversation
PULA/DI-	rain
PULA	Botswana currency
PUO/DI-	language, speech, talk

R

RAFA (RAFILE)	to scoop out (solid), to take out
RAGA (RAGILE)	to kick
RALALA (RALETSE)	to go through, pass through
RAPAMA (RAPAME)	to lay down

RAPELA (RAPETSE)	to pray
RATA (RATILE)	to love, like
RAYA (REILE)	to say, to tell, to mean
RE (RILE)	to say, to do
RE	we
REBOLA (REBOTSE)	to permit
REETSA (REEDITSE)	to listen
REISI	rice
REKA (REKILE)	to buy
REKISA (REKISITSE)	to sell
REMA (REMILE)	to chop
REPISA (REPISITSE)	to loosen
ROBA (ROBILE)	to harvest, to break
ROBALA (ROBETSE)	to sleep
ROGA (ROGILE)	to curse, to swear
ROKA (ROKILE)	to sew
ROMA	Roman Catholic
ROMA (ROMILE)	to send
ROMELA (ROMETSE)	to send
ROTA (ROTILE)	to urinate
RRA/BO-	man (any man)
RREMOGOLO/BO-	my grandfather
RULAGANYA (RULAGANTSE)	to lay out
RULELA (RULETSE)	to roof a house

RURI	truly
RUTA (RUTILE)	to teach
RWALA (RWELE)	to put something on your head, to wear (on head, ears, eyes, feet, hands, etc.)
RWALELA (RWALETSE)	to gather firewood

S

SABATA/DI-	Sabbath, Seventh Day Adventist Church
SAESE/DI-	size
SAGA/DI-	saw
SALA (SETSE)	to stay, to remain
SALE/DI-	saddle
SAMA (SAMILE)	to put something under the head while sleeping
SANTSE	still
SATERETAGA	Saturday
SEAPARO/DI-	garment, clothes
SEBOLAI/DI-	weapon
SEATLA/DI-	a hand
SEBA (SEBILE)	to slander, to whisper, to gossip
SEBE/DI-	sin
SEBEDISO/DI-	yeast
SEBETE/DI-	liver

SEBOKO/DI-	worm
SEBOKOLODI/DI_	millipede
SEBOPEGO/DI-	appearance
SEBOWA/DI-	threshing floor
SEBURU	Afrikaans
SEDIBA/DI-	borehole, well
SEFAKO/DI-	hail
SEFOFANE/DI-	plane
SEFOFU	blind person
SEFORA	French
SEGA (SEGILE)	to cut, to slice
SEGAGANE	frost
SEGOKGO/DI-	spider
SEGOLOGOLO	old-fashioned
SEGOTLO/DI-	backyard
SEGWANA/DI-	calabash
SEGWERE/DI-	bulb (plant)
SEHUBA/DI-	cold (chest)
SEIPATO/DI-	an excuse
SEJANA/DI-	dish
SEJO/DI-	food
SEKAKA/DI-	waterless country, desert
SEKAMO/DI_	comb
SEKETE/DI-	skirt

SEKETE/DI-	million
SEKISA (SEKISITSE)	to accuse
SEKOLO/DI-	school
SEKOTLELE/DI-	basin
SEKGWA	the john, forest
SEKGOWA	English
SELA (SETSE)	to pick up
SELEDU/DI-	chin
SELEI	sledge
SELEMO/DI-	summer
SELELO	crying, weeping
SELEPE/DI-	an axe
SELOTLOLO/DI-	key
SELO/DI-	thing
SELWANA/DI-	something, belongings
SEME/DI-	whip
SENGWE/DI-	something
SENO/DI-	drink
SENTLE	well
SENYA (SENTSE)	to damage, to spoil
SEOLO/DI-	ant heap, termite hill
SEPATELA/DI-	hospital
SEPE	nothing
SEPHIRI/DI-	secret

SEPORO/DI-	rail line
SERAME	cold
SEROBO	mash
SEROMAMOWA/DI-	radio
SEROTO/DI-	basket
SESANA/DI-	stump
SESEPA/DI-	soap
SETALE/DI-	stable
SETEMPE/DI-	stamp
SETENA/DI-	brick
SETHUNYA/DI-	flower
SETHUNYA/DI-	gun
SETLHABI/DI-	pain
SETLHAKO/DI-	shoe
SETLHARE/DI-	tree
SETLHOTSA/DI-	cripple
SETLOGOLO/DI-	niece
SETOFO/DI-	stove
SETSHABA/DI-	nation, tribe
SETSHWAKGA/DI-	a lazy person
SETSHWANTSHO/DI-	picture, snapshot
SETSWALO/DI-	door
SETULO/DI-	chair
-SHA	new

SIA (SIILE)	to leave, run away
SIAME	O,K.
SIANA (SIANE)	to run
SIELA (SIETSE)	to give a liquid for, to pour out for
SILA (SITSE)	to grind
SIMOLOLA (SIMOLOTSE)	to start, to begin
SITWA (SITILWE)	to be cold
SOLOFELA (SOLOFETSE)	to hope, to think, to expect
SOMELA (SOMETSE)	to push in, push through
SOMOLA (SOMOTSE)	to push out
SONTAGA	Sunday
SUKIRI	sugar
SUNA (SUNNE)	to kiss
SUPEETSA (SUPEEDITSE)	to show to (someone)
SUTA (SUTILE)	to move away, over
SWA (SULE)	to die
SWABILE	to be sorry
SWEU	white

T

TABOGA (TABOGILE)	to run
TABOLA (TABOTSE)	to leap out
TAFOLE/DI-	table
TAGWA (TAGILWE)	to become drunk

TAKA (TAKILE)	to set a table
TALA	green
TAMATI/DI-	tomato
TANTELA (TANTETSE)	to fasten
TANTSHA (TANTSHITSE)	to dance
TAPOLE/DI-	potato
TAU/DI-	lion
TEBOGO	thanks
TEE/DI-	tea
TEMO	agriculture
TEMPA (TEMPILE)	to stamp
TENG	there/around
TERENA/DI-	train
THABA/DI-	mountain
THAKA	Oh!my goodness! (surprise)
TAHI/DI-	tie
THARI/DI-	sling
THATA	hard, very much, too much, a lot
THATARO	six
THEKO	a purchase
THEOGELA (THEOGETSE)	to start working
THIBA (THIBILE)	to block
THIBELELA (THIBELETSE)	to stop anything for (Nthibelela dinamane, stop the calves for me) ALSO: to camp

THIPA/DI-	knife
THOBA (THOBILE)	to break away, to elope
THOKWA	brown
THOTHI/DI-	drop
THOTO/DI-	goods, baggage, possession
THUBA (THUBILE)	to break something
THULA (THUTSE)	to bump
THUNYA (THUNTSE)	to bloom
THUSA (THUSITSE)	to help
THUTO/DI-	lesson, education
THUTSWE	knocked (by car, bicycle)
TICHERE/MA-	teacher
TIDIMALO	quietness, silence
TIISA (TIISITSE)	to hold firmly, to be positive
TIMA (TIMILE)	to be stingy, to put out fire
TING/DI-	sour porridge
TIRO/DI-	work, job
TLA (TSILE)	to come
TLA	will (future tense)
TLALA (TLETSE)	to be full
TLALA	hunger
TLASE	under, underneath, ground
TLATSA (TLADITSE)	to fill
TLELASE/DI-	class

TLHABA (TLHABILE)	to prick, to rise, to stab
TLHAGOLA (TLHAGOTSE)	to weed
TLHAHUNA (TLHAHUNNE)	to chew
TLHALE/DI-	threat
TLHALOGANYA (TLHALOGANTSE)	to understand
TLHALOSA (TLHALOSITSE)	to explain
TLHAMALALA	straight ahead
TLHANGWE/BO-	secretary bird
TLHAPA (TLHAPILE)	to wash (oneself)
TLHAPI/DI-	fish
TLHATLAGANYA (TLHATLAGANTSE)	to pile things on top of others
TLHATLHELA (TLHATLHETSE)	to keep in
TLHATLHOBA (TLHATLHOBILE)	to examine
TLHATSWA (TLHATSWITSE)	to wash (something)
TLHE	please
TLHOBOLO/DI-	gun
TLHOGO/DI-	head
TLHOKA (TLHOKILE)	to lack, to need
TLHOKOFATSA (TLHOKOFADITSE)	to torment
TLHOKOMELA (TLHOKOMOLOGILE)	to care for
TLHOKOMOLOGA (TLHOKOMOLOGILE)	to ignore
TLHOLA (TLHOTSE)	to spend the day, pay a visit
TLHOLA (TLHOTSE)	to check
TLHOMA (TLHOMILE)	to plant
TLHOPHA (TLHOPHILE)	to choose

TLHOTLHA (TLHOTLHELE)	to strain a liquid
TLHOTSA (TLHOTSITSE)	to be lame, to limp
TLHWAAFAILA (TLHWAAFETSE)	
TLISA (TLISITSE)	to bring
TLOGA (TLOGILE)	to depart, to leave
TLOGELA (TLOGETSE)	to leave
TLOSA (TLOSITSE)	to remove, to rinse
TLOTLA (TLOTLILE)	to discuss, to converse
TOGAMAANO	plan
TOMO/DI-	rein
TONA	big
TONKI/DI-	donkey
TORO/DI-	dream
TOROPO/DI-	town
TOTA	real, really
TSALA/DI-	friend
TSAMAYA (TSAMAILE)	to go, to walk
TSAYA (TSERE)	to take
TSE	these
TSE LE	those
TSEBE/DI-	ear
TSELA/DI-	way, road
TSENA (TSENE)	to attend, to come in, to enter
TSENWA (TSENYWE)	to be mad, possessed (UA TSENWA, you are mad)

TSENYA (TSENTSE)	to put in
TSHABA (TSHABILE)	to be afraid, to fear
TSHAMEKA (TSHAMEKILE)	to play
TSHASA (TSHASITSE)	to spread, to smear
TSHEGA (TSHEGILE)	to laugh
TSHEKO	a case in court
TSHELA (TSHETSE)	to pour
TSHEPA (TSHEPILE)	to trust
TSHIKINYA (TSHIKINTSE)	to shake
TSHILO/DI-	grinding stone
TSHIMO/MASIMO	field
TSHIPI	Sunday
TSHOLA (TSHOTSE)	to have, to hold, to dish
TSHOLETSA (TSHOLEDITSE)	to lift up
TSHOLOFELO	hope
TSHOLOGA (TSHOLOGILE)	to be spilled
TSHOSA (TSHOSITSE)	to make someone afraid
TSHWANA	(to)be alike, resemble
TSHWANETSE	ought to
TSHWARA (TSHWERE)	to hold, grab, catch, touch
TSHWENYA (TSHWENTSE)	to worry (someone), to bother
TSHWERE	held by, have (any sickness, headache, etc., e.g., KE TSHWERWE KE TLHOGO.)

TSIDIDI	cold
TSILE	have come
TSISA (TSISITSE)	to bring
TSITSIBOSA (TSITSIBOSETSE)	to refresh, to revive
TSOGA (TSOGILE)	to wake up
TSOMA (TSOMILE)	to hunt
TSONA	them
TSWA (DULE)	to come from, to come out
TSWALA (TSWETSE)	to close, to seal
TSWEETSWEE	please!
TSWELELA (TSWELETSE)	to progress, to improve
TSWELELOPELE	progress
TUELO	reward, payment
TUKWI/DI-	scarf
TURU/DI-	expensive

U

UMAKA (UMAKILE)	to mention
UTLWA (UTLWILE)	to hear, to understand

W

WA	of
WA	fall
WAIRI/DI-	wire
WARENG	what are you saying?
WATSHE/DI-	watch
WENA	you

Y

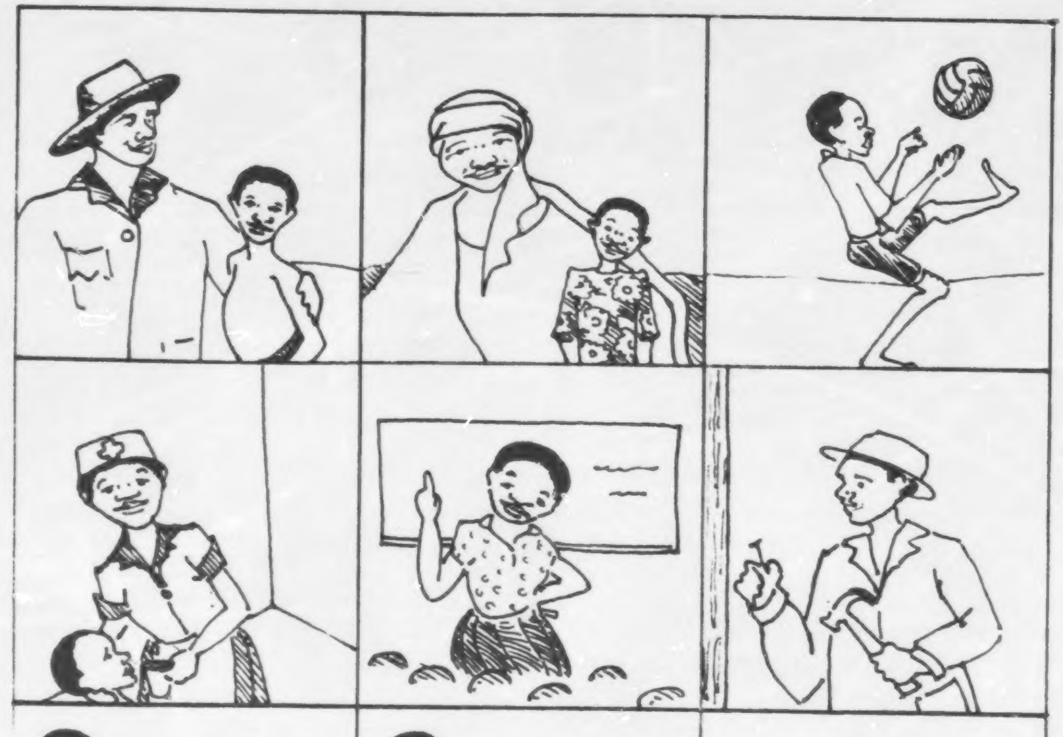
YA (ILE)	to go
YA	possessive for class 9 plural and class 5 singular

THE END

PATTERN PRACTICE CHARTS

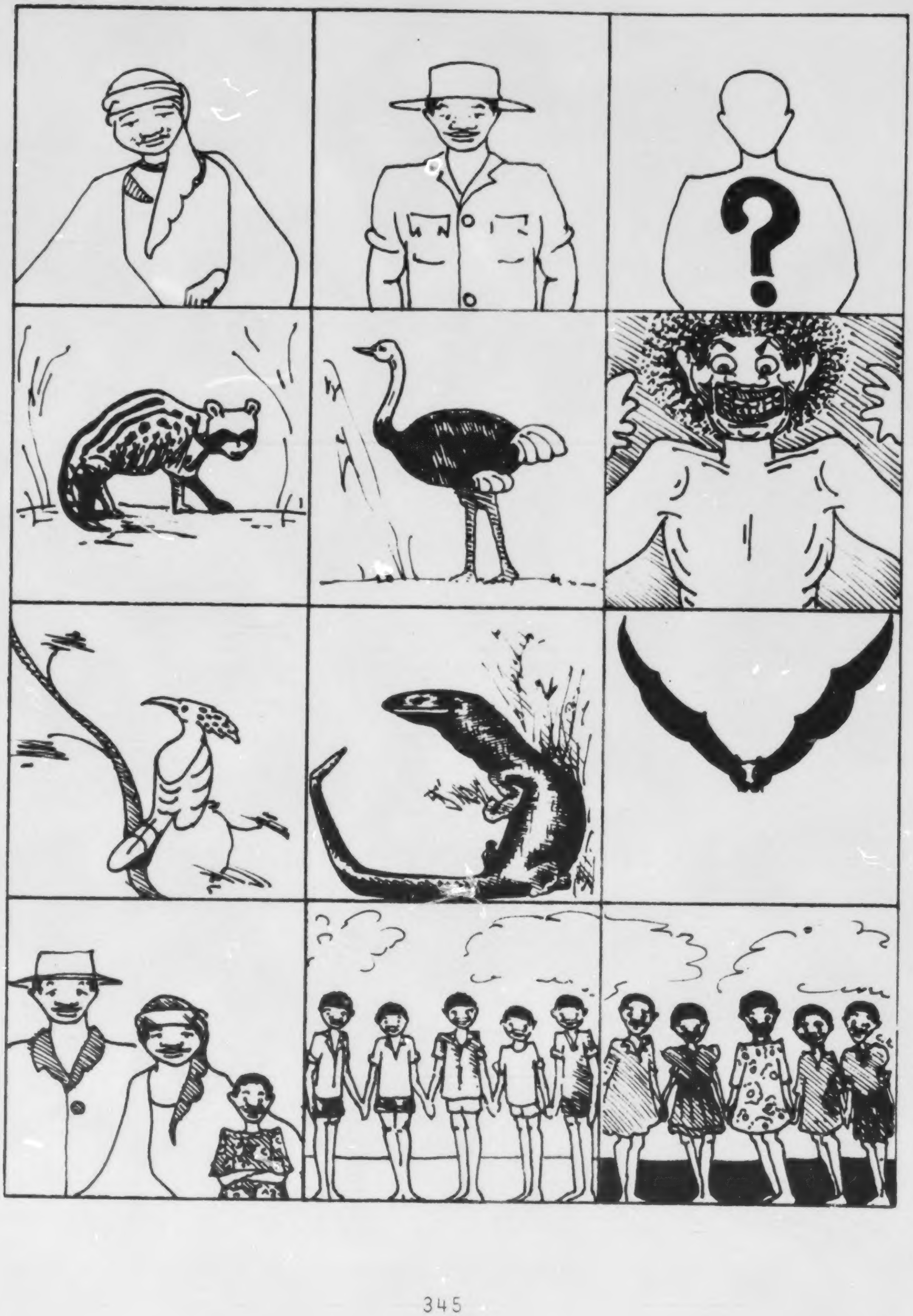
Noun Class 1: MO-/BA-

MONNA/BA- MOSIMANE/BA *(man, boy)*	MOSADI/BA- MOSETSANA/BA *(woman, girl)*	MOTSHAMEKI/BA- *(player)*
MOOKI/BA- *(nurse)*	MORUTI/BA- *(teacher)*	MOAGI/BA- *(builder)*
MOTSUMI/BA- *(hunter)*	MODISA/BA- *(herdsman)*	MOREMI/BA- *(woodchopper)*
MOKGWETSI/BA- *(driver)*	MOLEMI/BA- *(a plougher)*	MOREKISI/BA- *(vendor)*


C.K.

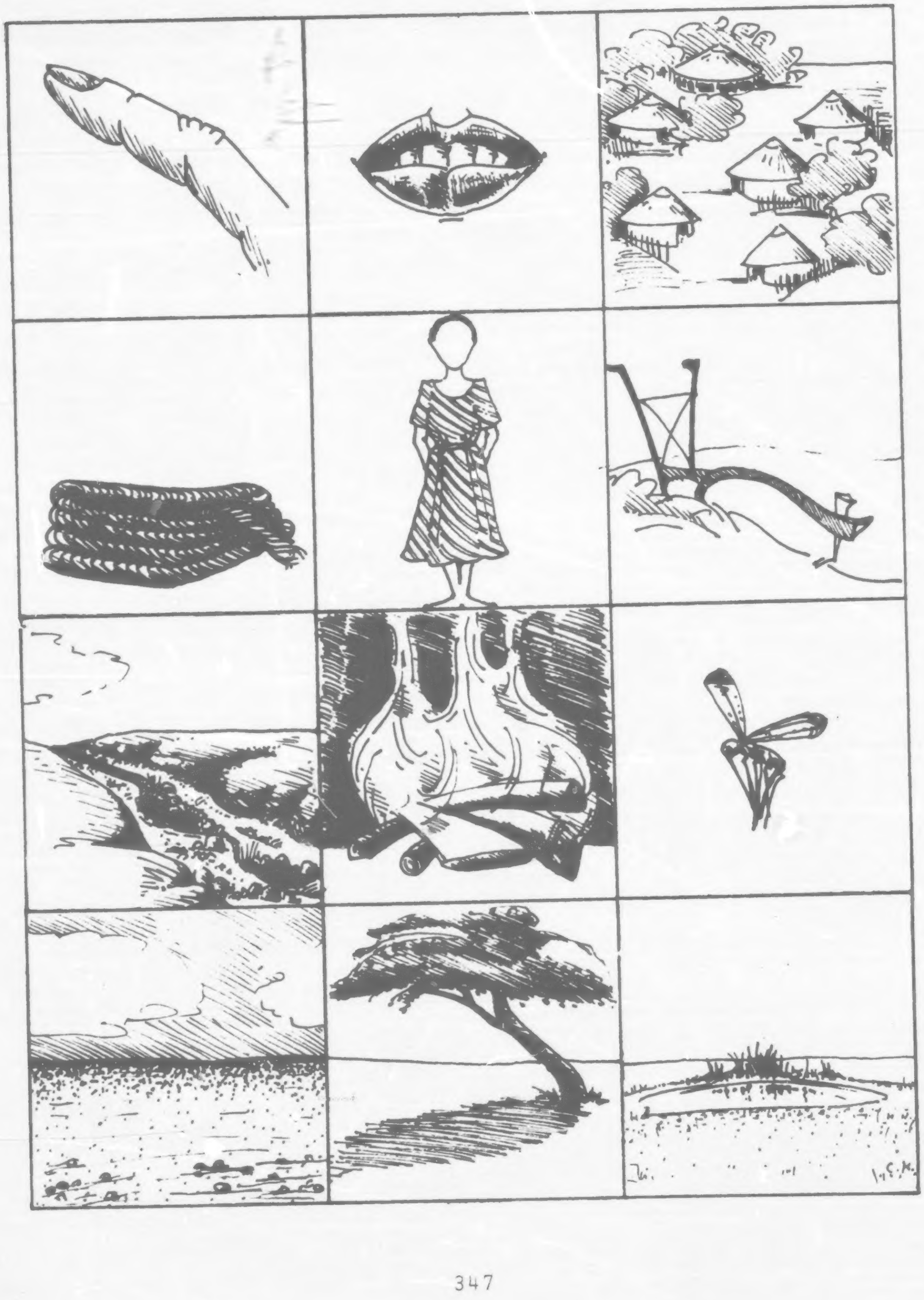
Noun Class 1.a: /BO-

MMA BOMMA *(mother)*	RRA BORRA *(father)*	MANG? BOMANG? *(who?)*
MATSHWANE BOMATSHWANE *(badger)*	NTSHE BONTSHE *(ostrich)*	DIMO BODIMO *(cannibalistic giant, ogre)*
TLHANGWE BOTLHANGWE *(secretary bird)*	GOPANE BOGOPANE *(a large lizard)*	MMAMANTHWANE BOMMAMANTHWANE *(bat)*
BO MOATSHE *(the family Moatshe)*	BO NEO *(Neo and others)*	BO MARY *(Mary and others)*



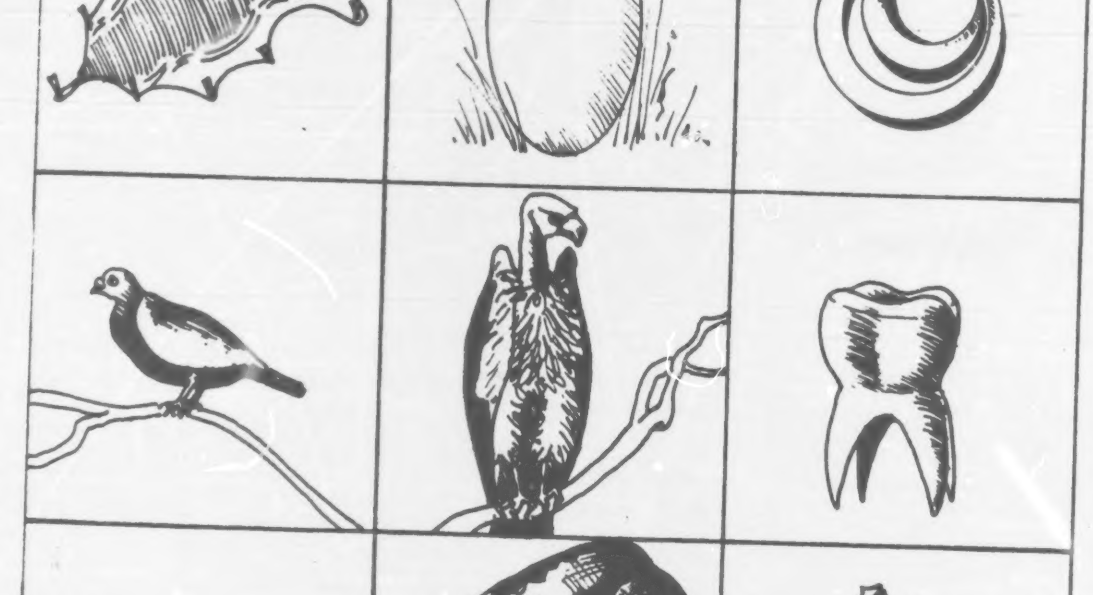
Noun Class 2: MO-/ME-

MONWANA/ME- *(finger)*	MOLOMO/ME- *(mouth)*	MOTSE/ME- *(village)*
MOGALA/ME- *(rope, cord)*	MOSESE/ME- *(dress)*	MOGOMA/ME- *(hoe, plough)*
MOLAPO/ME- *(watercourse)*	MOLELO/ME- *(fire)*	MONANG/ME- *(mosquito)*
MOTLHABA/ME- *(sand, sandy plain)*	MORITI/ME- *(shade)*	MOGOBE/ME- *(pool of water, pan)*



Noun Class 3: LE-/MA-

LETLALO/MA- *(skin, hide)*	LEE/MA- *(egg)*	LENGENA/MA- *(earring)*
LEEBA/MA- *(pigeon, dove)*	LENONG/MA- *(vulture)*	LEINO/MENO *(tooth)*
LEBOA/MA- *(mushroom)*	LEGAPU/MA- *(watermelon)*	LEPHUTSHE/MA- *(pumpkin)*
LESEDI/MA- *(light)*	LEFIFI/MA- *(darkness)*	LERU/MA- *(cloud)*



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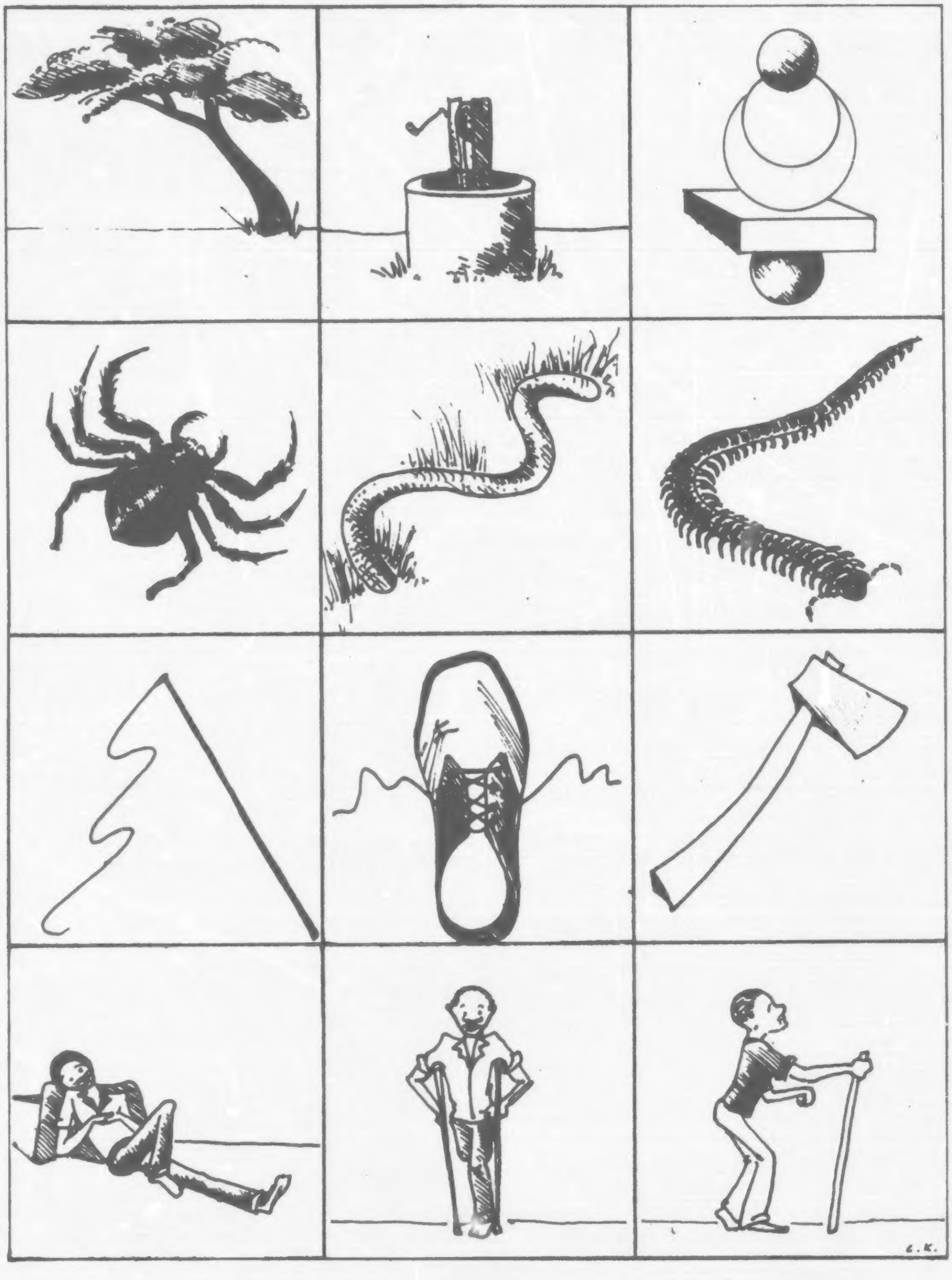
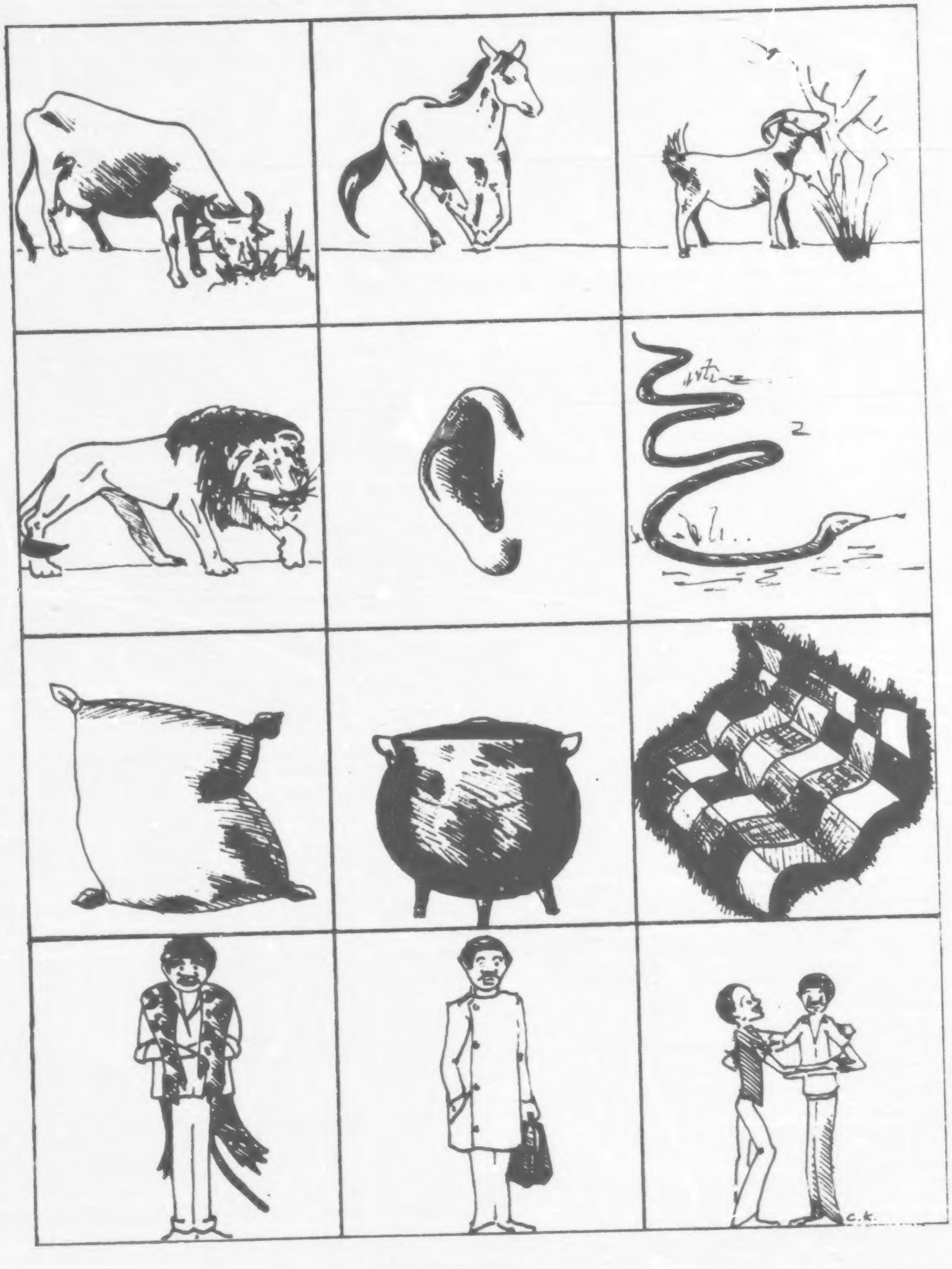
Noun Class 4: SE-/DI-

SETLHARE/DI- *(tree)*	SEDIBA/DI- *(well, water hole)*	SELO/DI- *(thing)*
SEGOKGO/DI- *(spider)*	SEBOKO/DI- *(worm)*	SEBOKOLODI/DI- *(big millipede)*
SEME/DI- *(whip)*	SETLHAKO/DI- *(shoe)*	SELEPE/DI- *(axe)*
SETSHWAKGA/DI- *(lazy person)*	SETLHOTSA/DI- *(limping person)*	SEFOFU/DI- *(blind person)*


c.K.

Noun Class 5: (N)-/DI(N)-

KGOMO/DI- *(cow)*	PITSE/DI- *(horse)*	PUDI/DI- *(goat)*
TAU/DI- *(lion)*	TSEBE/DI- *(ear)*	NOGA/DI- *(snake)*
KGETSE/DI- *(bag, sack)*	PITSA/DI- *(pot)*	KOBO/DI- *(blanket)*
KGOSI/DI- *(chief)*	NGAKA/DI- *(doctor)*	TSALA/DI- *(friend)*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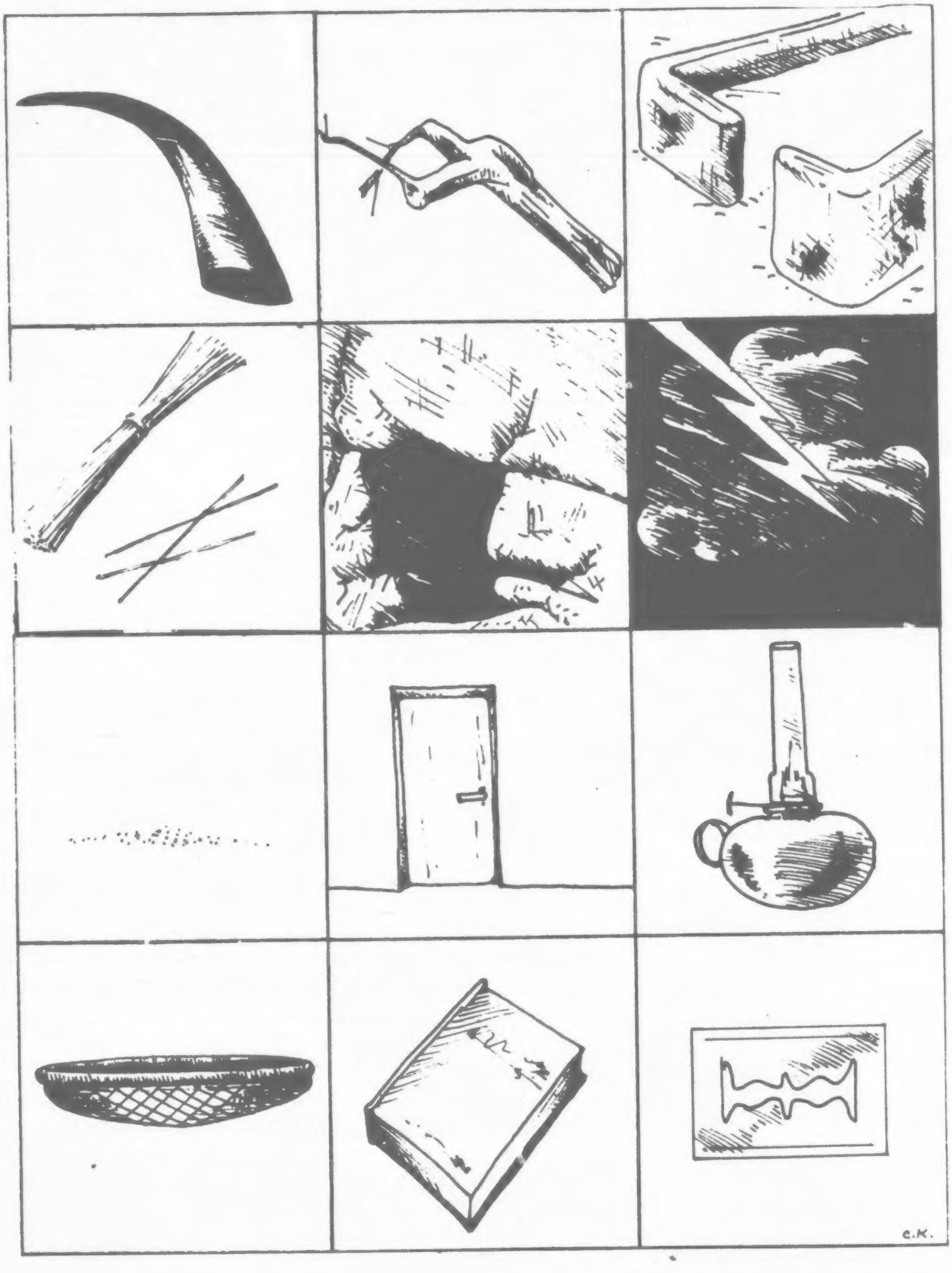
Noun Class 6. LO-/DI(N)-

LONAKA/DI- *(horn)*	LOGONG DIKGONG *(piece of wood)*	LOBOTA DIPOTA *(wall)*
LOTLHOKWA/DI- *(grass-stalk, piece of straw)*	LOGAGA DIKGAGA *(cave)*	LOGADIMA DIKGADIMA *(lightning)*
LOROLE DITHOLE *(dust)*	LOBATI DIPATI *(door, plank)*	LOBONE DIPONE *(candle, lamp)*
LOSELO DITSHELO *(winnowing basket)*	LOKWALO DIKWALO *(book)*	LOGARE DIKGARE *(razor blade)*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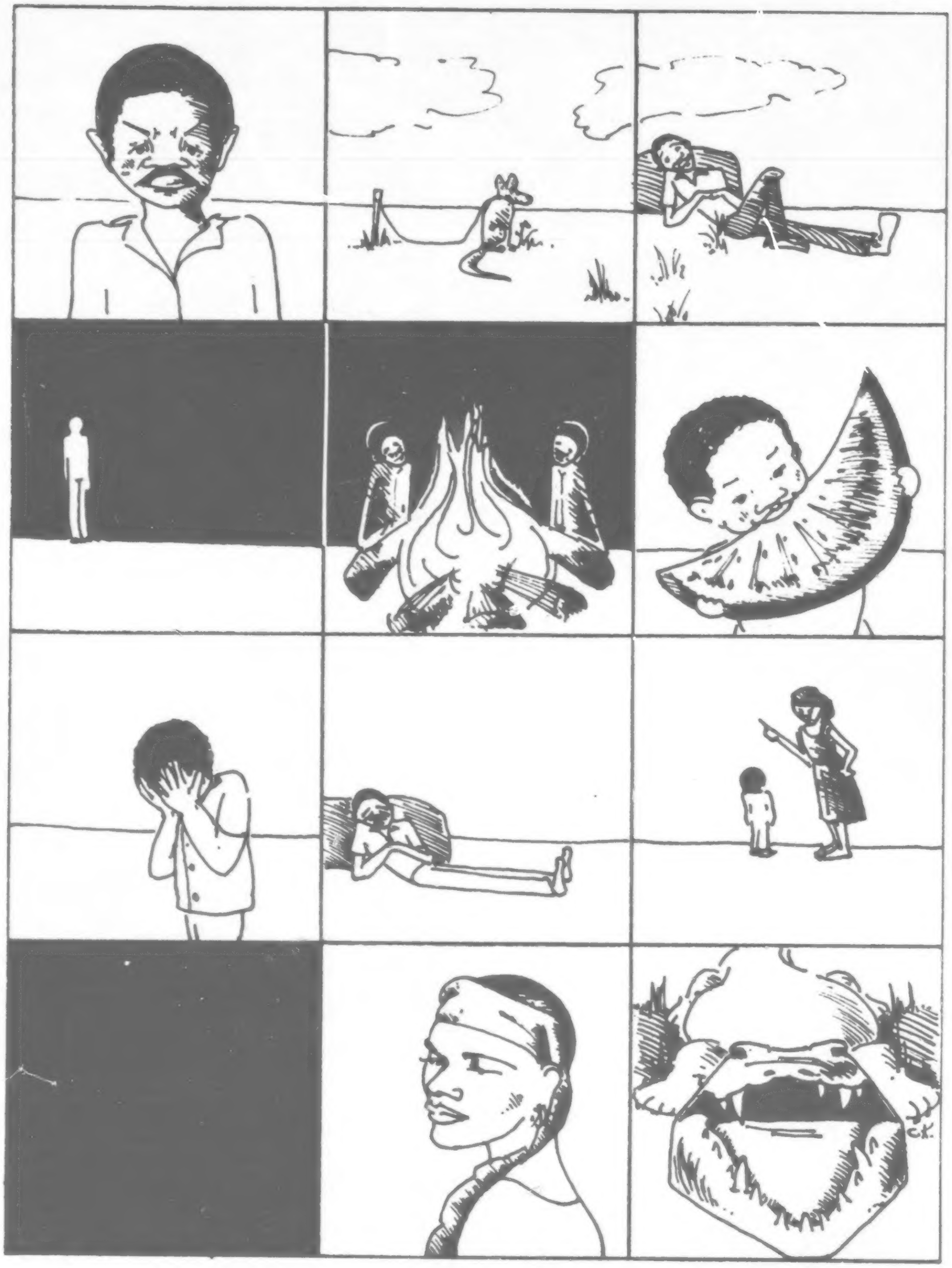
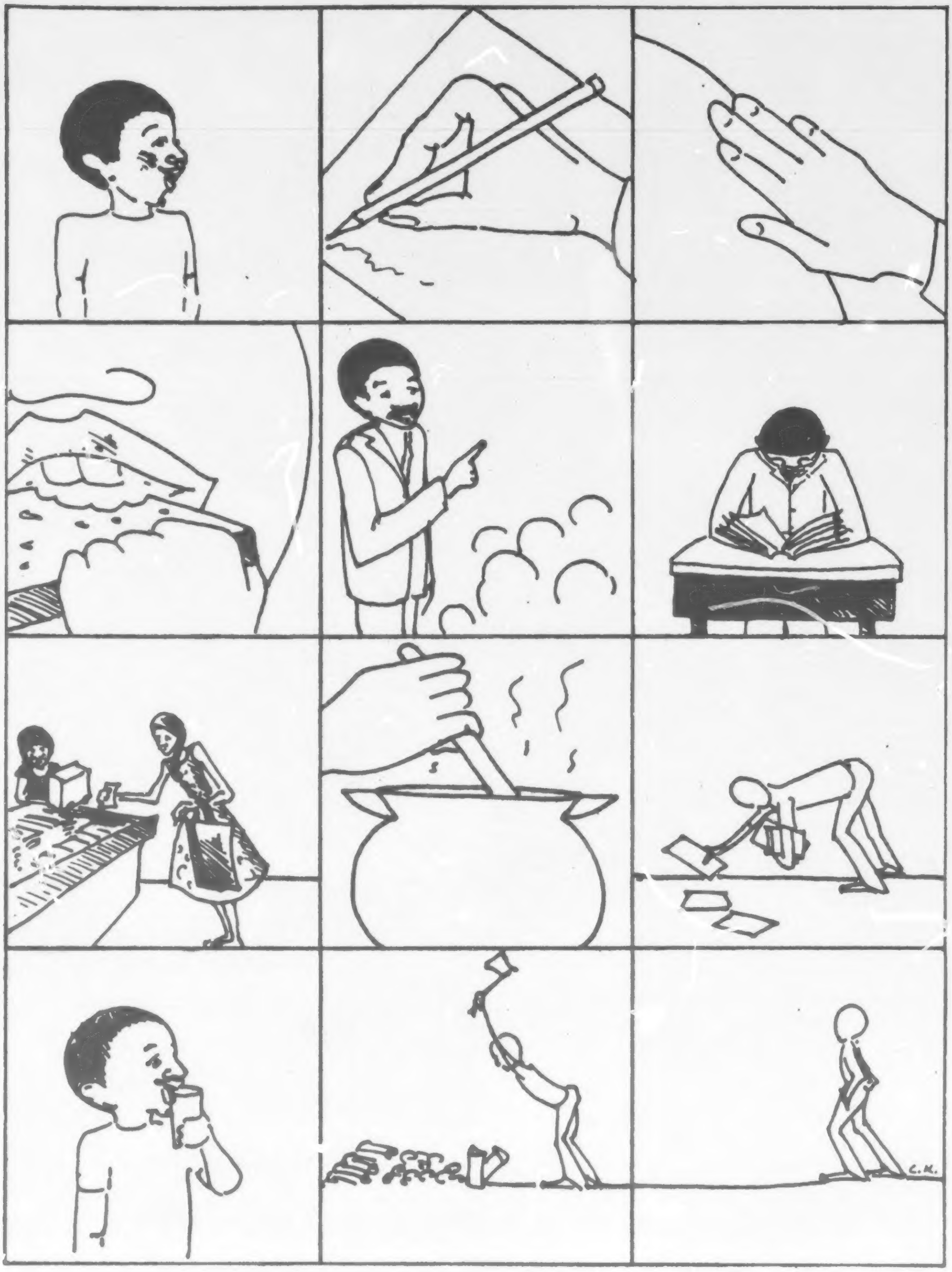
Noun Class 7: BO-/MA-

BOSULA *(unpleasantness)*	BOKGWABO *(tameness)*	BOTSHWAKGA *(laziness)*
BODUTU *(loneliness)*	BOTHOTHO *(warmth)*	BOTSHE *(sweetness)*
BOTLHOKO *(pain, bitterness)*	BOROKO *(sleepiness)*	BOGALE *(anger, sharpness)*
BONTSHO *(blackness)*	BONTLE *(beauty)*	BOBE *(evil, ugliness)*


C.K.

Noun Class 8: GO-

GO BUA *(to speak, speaking)*	GO KWALA *(to write, writing)*	GO KGOMA *(to touch)*
GO JA *(to eat, eating)*	GO RUTA *(to teach, teaching)*	GO ITHUTA *(to learn, study, learning)*
GO REKA *(to buy, buying)*	GO APAYA *(to cook, cooking)*	GO SELA *(to pick up)*
GO NWA *(to drink, drinking)*	GO BEREKA *(to work, working)*	GO TSAMAYA *(to walk, walking)*


C.K.

Noun Class 9: FA-/GO-/MO-

MONO *(here, general vicinity)*	TENG *(there)*	FA PELE GA *(in front of)*
FA MORAGO GA *(in back of)*	FA GARE GA *(in the middle of)*	FA THOKO GA *(beside)*
FA TLASE GA *(under)*	FA GAUFI LE *(near to)*	KGAKALA LE *(far from)*
MO GODIMO GA *(on top of)*	FA FATSHE *(on the ground)*	KWANTLE *(outside)*

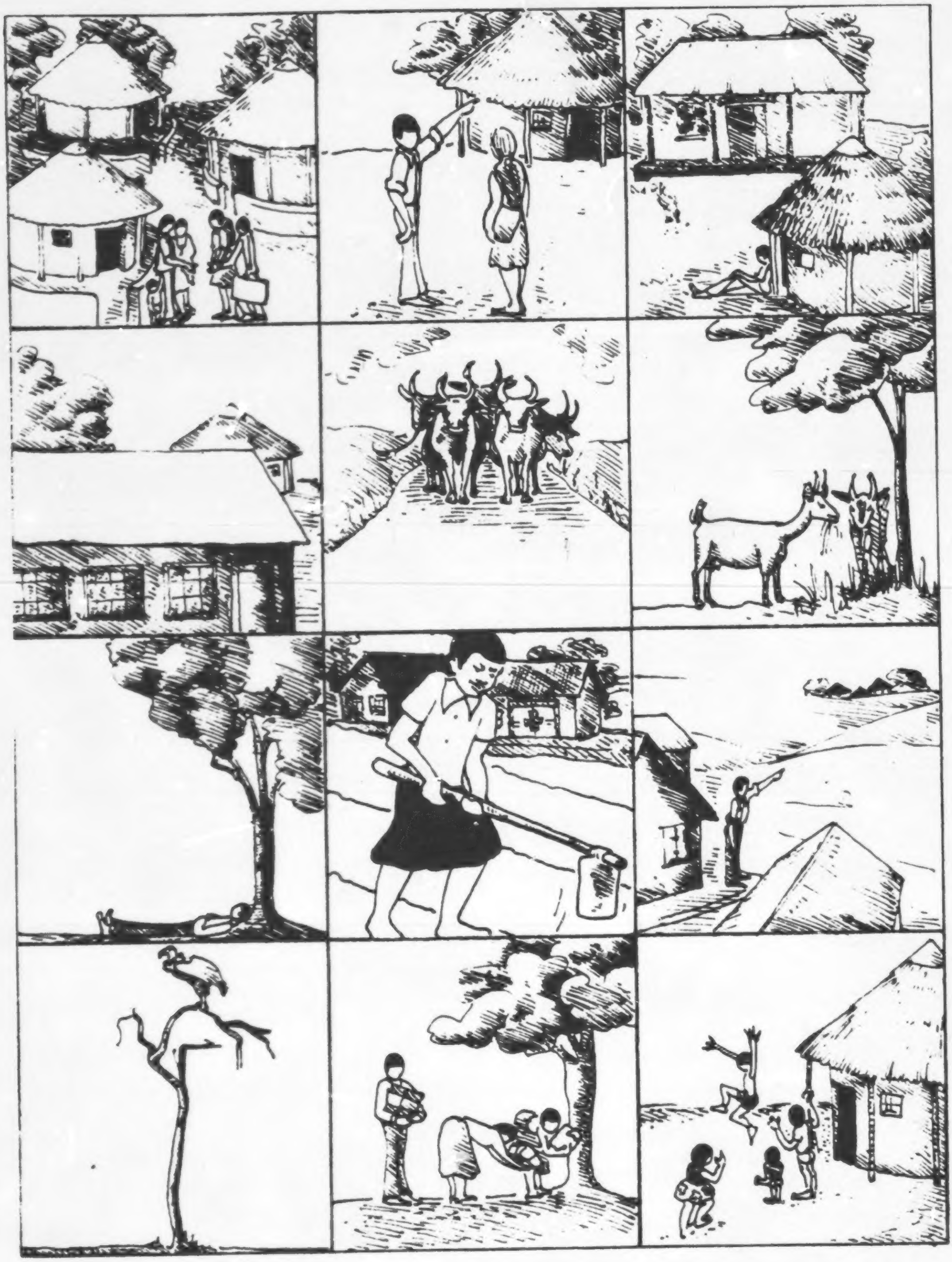


Chart X: Location B

NOKENG *(river)*	LEBENKELENG *(store)*	MASIMONG *(lands)*
MORAKENG *(cattlepost)*	SEDIBENG *(well, borehole)*	KEREKENG *(church)*
SEKOLONG *(school)*	TIRONG *(work)*	LAPENG *(where you stay)*
SEPATELENG *(hospital)*	MOTSENG *(village)*	TOROPONG *(town)*

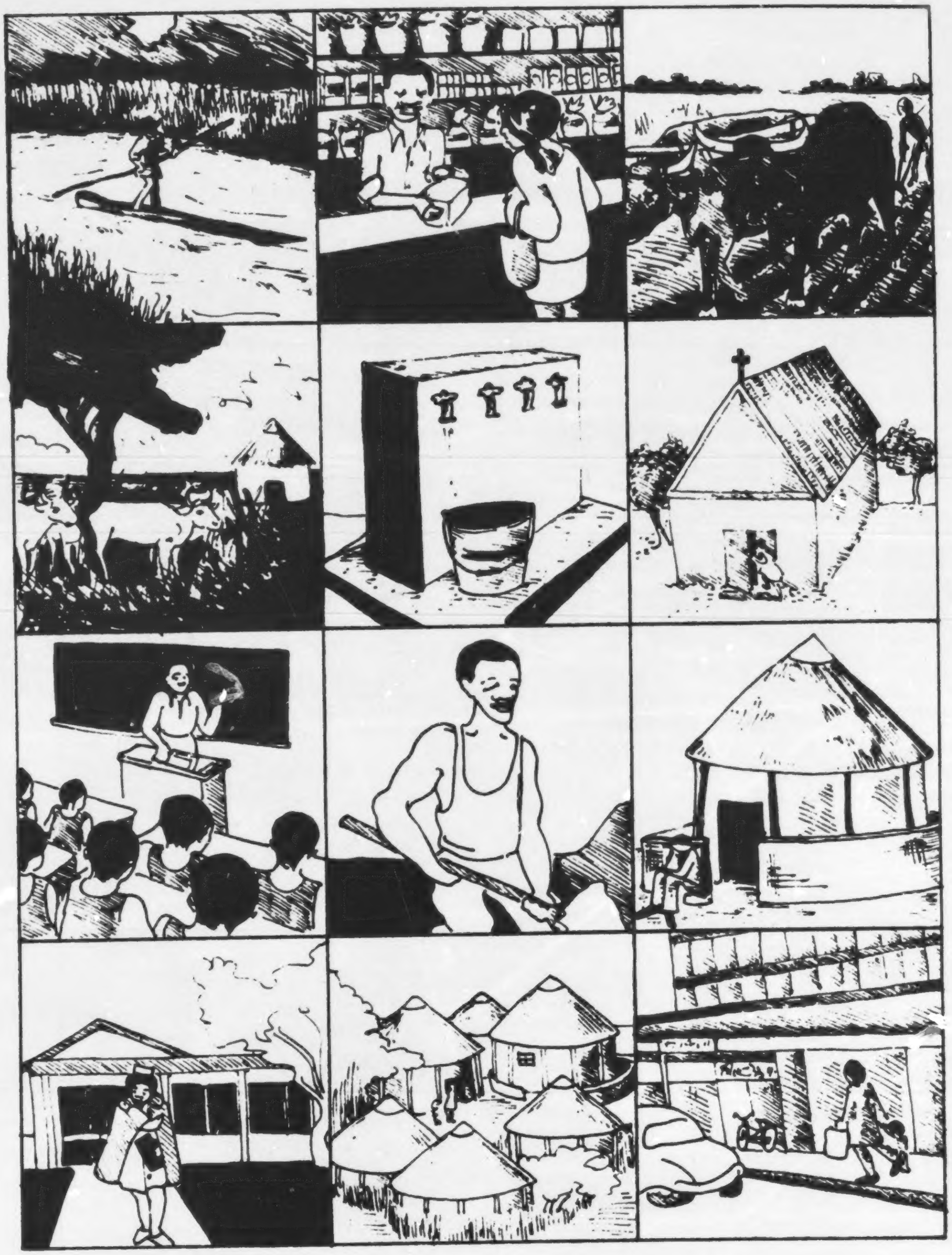


Chart XI: Time - LENG?

MAPHAKELA *(morning)*	MOTSHEGARE *(midday)*	MAITSEBOA *(afternoon)*
BOSIGO *(night)*	BOGOLOGOLO *(a long time ago)*	JAANONG *(now)*
MALOBA *(a few days ago)*	MAABANE *(yesterday)*	GOMPIENO *(today)*
KAMOSO *(tomorrow)*	PELE *(before)*	MORAGO *(after)*

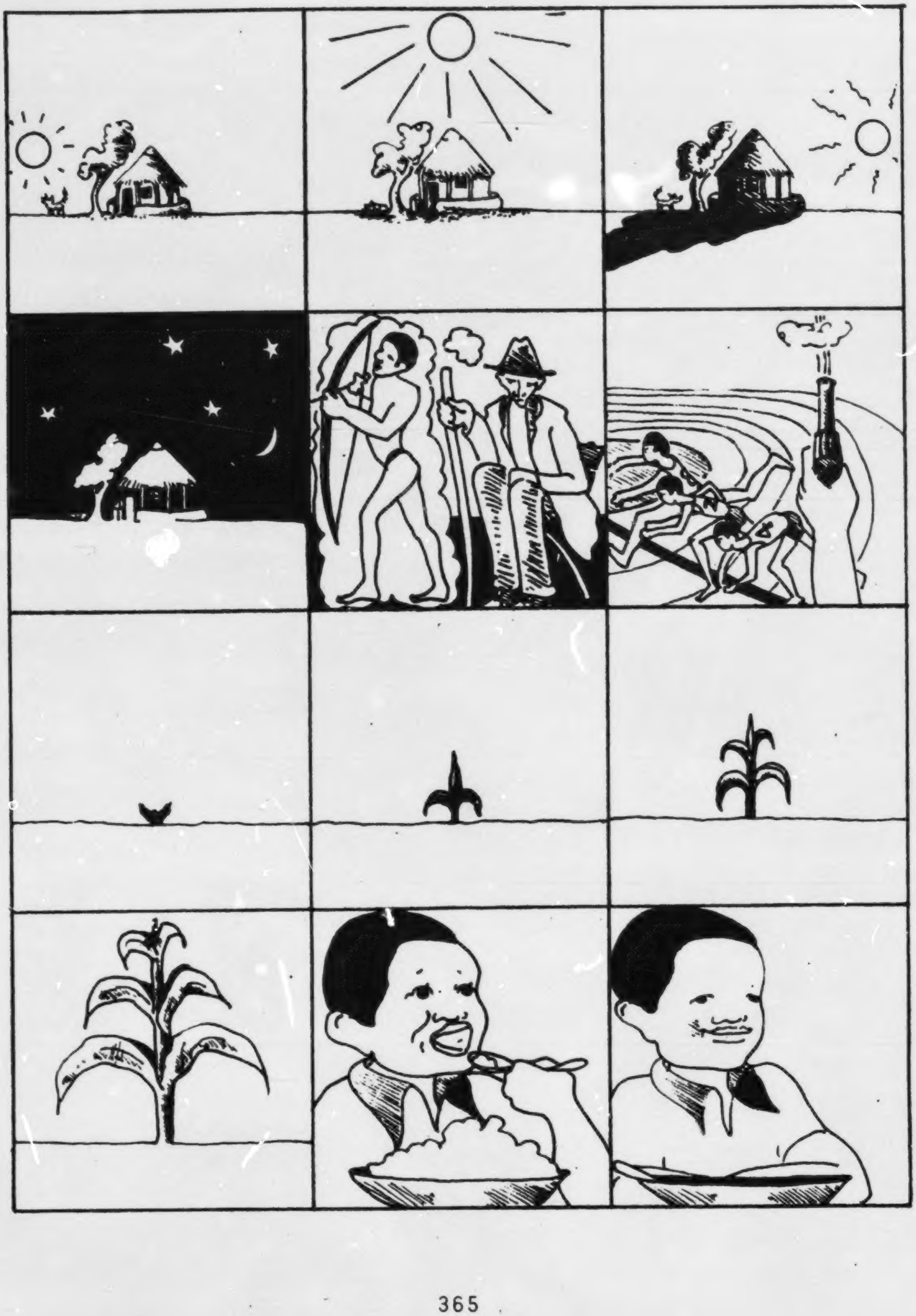
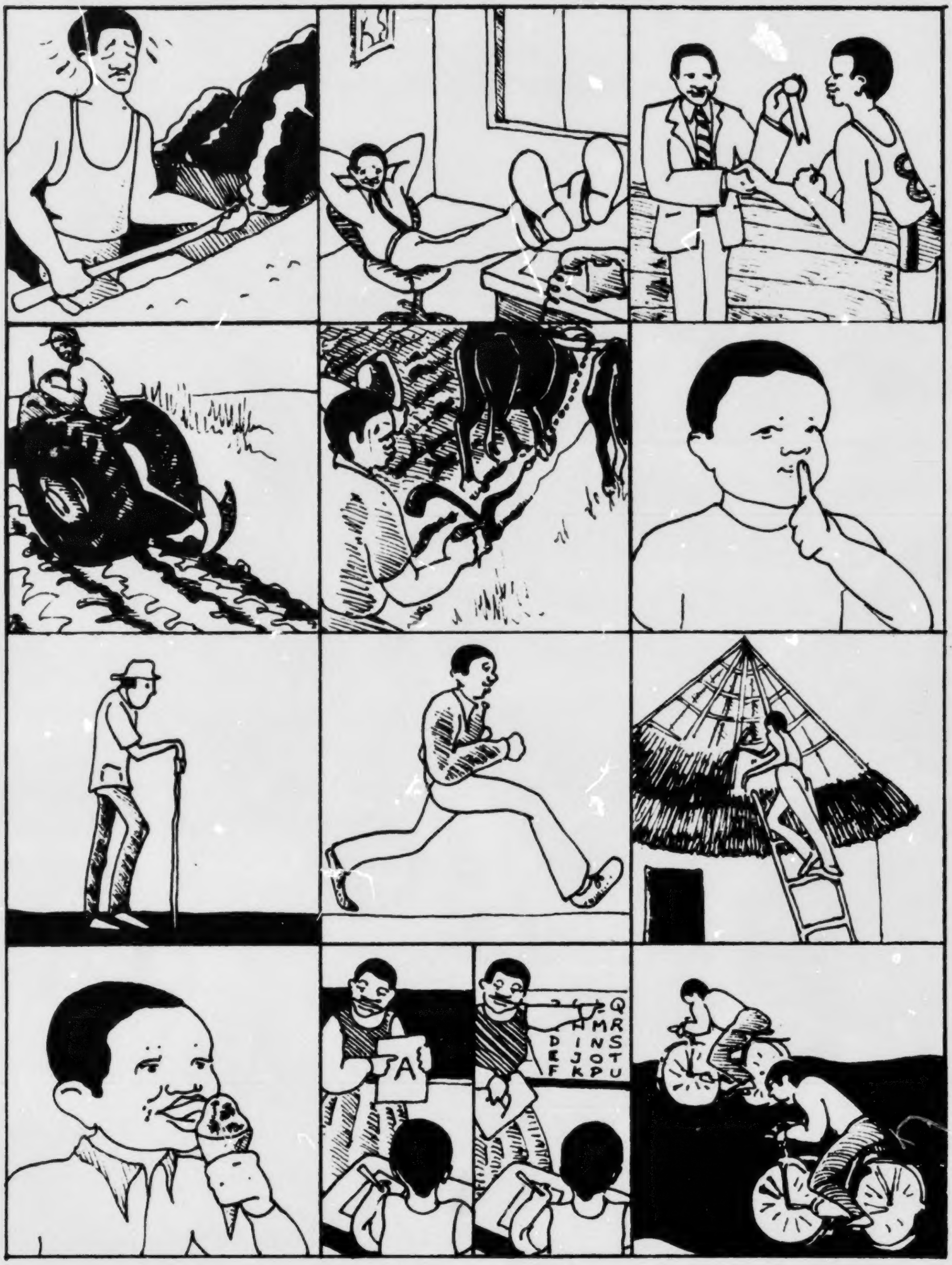


Chart XII: Manner - JANG?

THATA *(hard, very much)*	GOLEGONNGE *(a little)*	SENTLE *(well)*
MOTLOFO *(easily)*	KA BOTHATA *(with difficulty)*	KA TIDIMALO *(with quiet - quietly)*
KA BONYA *(with slowness)*	KA BONAKO *(with speed)*	KA TLHOKOMELO *(with care)*
KA BOITUMELO *(with joy)*	JAANA JALO *(like this)*	JAAKA ____ *(like ____)*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